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ABSTRACT

Because few people ever view teaching from the front of a classroom, many fail to understand or appreciate this profession. This report is part of the Tucson (Arizona) Education Association's three-year effort to describe teaching in the words and survey responses of teachers themselves, drawing appropriate parallels and contrasts with other occupations. Teachers serve as instructors, counselors, and classroom managers and are responsible for planning, acting, and evaluating functions associated with these roles. Few teachers, however, participate in planning or evaluating district policies, programs, and procedures. The study identifies 25 different teacher responsibilities performed frequently and with intensity. Teachers manage time constraints well, relying heavily on skills, knowledge, and resources acquired through personal experience. The study identifies two professions comparable to teaching--television news director and civil engineer; it finds teaching a decision-making process requiring exercise of discretion and judgment in situations that rarely allow application of routine solutions to clearly identified problems. Average teacher salaries are comparable to jobs with much less responsibility. The isolation of teachers from administrators and each other impedes teachers' performance. Seven charts are included. The accompanying exhibit file includes Tucson teacher job description survey forms and survey and content analyses of teacher responsibilities and job resources. Teachers describe their profession as a challenging, stressful one requiring a high degree of knowledge, effort, and interpersonal and managerial skills. Teachers have opinions about the teaching process, attention to individual students' needs, special education students, administrative and clerical duties, discipline problems, time pressures, and other factors influencing their job performance. Other exhibits summarize interviews with those in other professions, and outline a group discussion between teachers and interviewers. The last nine exhibits are concerned with salary comparisons and teachers' ability to improve compensation with credit for previous teaching experience. The charts show teachers to be underpaid compared to their counterparts in other occupations involving a narrower range of responsibilities. (MLH)

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FROM THE FRONT OF THE CLASSROOM

A STUDY OF THE WORK OF TEACHERS

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FROM THE FRONT OF THE CLASSROOM

A STUDY OF THE WORK OF TEACHERS

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For:

The Tucson Education Association
The Arizona Education Association
The National Education Association

December 1985

Summary

FROM THE FRONT OF THE CLASSROOM

A Study of the Work of Teachers
in the Tucson Unified School District

1. This study was conducted by the Tucson Education Association, with the support and assistance of the Arizona Education Association, the National Education Association, and Organizational Analysis and Practice, Inc. OAP was responsible for supervising the analysis of data and preparing the text of this report.

2. The study's principal purpose is to describe the job of teaching, in the words and survey responses of teachers themselves, with appropriate parallels and contrasts with other occupations.

3. The study demonstrates that teaching involves the pursuit of a variety of purposes, using a variety of different processes. Teachers serve as instructors, counselors and classroom managers, and are individually responsible for performing most of the planning, acting and evaluating associated with those roles.

4. Teachers are also responsible for performing a variety of different tasks associated with the management of the schools in which they work, but few teachers play any role in planning or evaluating policies, programs or procedures established outside their immediate classrooms.

5. The study identifies sixteen different responsibilities that teachers generally perform on a daily or more frequent basis, and nine others that a majority perform on at least a weekly basis. Although indicating that the volume and intensity of teaching responsibilities are substantial, there are several reasons for believing that these figures are conservative estimates of that volume and intensity.

6. The study indicates that, given severe time constraints and the on-going responsibility for managing groups of students, teachers rarely have the luxury of taking off one "hat" and putting on another. They must find ways of simultaneously addressing the needs and problems of individual students, while instructing and managing whole classes or groups of students.

7. The study demonstrates that in performing their responsibilities, teachers place heavy reliance on skills and knowledge acquired through personal experience, as well as materials, equipment and supplies. They make much heavier use of resources that they themselves have prepared than they do of resources acquired outside their classrooms.

8. The study also demonstrates that teachers make infrequent use of advice and guidance from other people. When they do seek advice or feedback, they turn most often to fellow teachers, but only half of them do so on even a daily basis.

9. The study indicates that, given the volume and intensity of their responsibilities and their relative isolation, teachers are under constant pressure to find ways of integrating their different responsibilities, at the same time adapting to situations over which they have only limited control. The process of combining different roles, processes and resources itself represents the most demanding and difficult feature of teaching.

10. Based on interviews with incumbents of other jobs as well as data on different jobs provided by the Arizona Department of Economic Security, the study documents that there are a variety of different jobs that are similar to teaching, in terms of one or another type of responsibility. It also documents, however, that relatively few jobs require the combination of so many different roles and processes.

11. Based on available data, the study indicates that the closest parallels to teaching, in terms of volume, intensity, variety and combination of roles and processes, were the jobs of television news director and civil engineer.

12. The study concludes that teaching is fundamentally a decision-making process, requiring the exercise of discretion and judgment in situations which rarely allow the application of routine solutions to clearly-identified problems. Teachers must be aware of and balance a variety of different purposes, using different processes and often-uncertain resources, in situations where any action is likely to have uncertain, unforeseen consequences -- but where action is nonetheless necessary.

13. The study indicates that the characteristics of teaching documented in this report might be used to identify jobs of similar complexity and responsibility and to draw appropriate salary comparisons with such jobs. Based on limited data provided by the State Department of Economic Security, it appears that average teacher salaries are roughly comparable to those of jobs that involve the performance of a much narrower range of responsibilities, and that beginning salaries are even lower by such comparisons.

14. While much of the difficulty and complexity of teaching is inherent in the job, the study indicates that the relative isolation of teachers -- from administrators and, more especially, from each other -- is one job feature that complicates and impedes teachers in the performance of their responsibilities. The fact that teachers need to have a considerable amount of discretion in how they perform their jobs does not mean that they should be denied -- or should deny themselves -- access to the skills and knowledge that their school colleagues have themselves acquired in performing their work. The potential for school improvement that could be unlocked, if more efforts were made to encourage communication among staff members, is likely to be substantial.

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INTRODUCTION

> Everyone's an expert on education. Everyone's been in school and everyone thinks they know what does and doesn't work. ... All the people we interviewed thought they knew what teaching is like. I tell people, "You're an expert on studenting, not teaching. You know what it's like to be one of twenty-five students facing a teacher. You don't know what it's like to be a teacher facing twenty-five students."
>
> Tucson teacher
> Written Comment[1]

This report presents a description of the job of teaching. It identifies and documents, as succinctly as possible, the types of responsibilities that teachers perform, as well as the conditions under which they perform them.

The basic reason for producing such a description, as the quotation that introduces this section suggests, is the conviction that large numbers of people do not understand or appreciate what teaching is really like. Most people are exposed to teachers as students and parents; indeed, more people have more contact with more teachers over their lifetimes than with any occupation save their own. But few people have the opportunity to view teaching from the front of a classroom.

By drawing heavily on survey data and interviews with teachers and providing parallels and contrasts with other occupations, the authors of this report hope to provide their readers with a brief opportunity to view one of society's most important and influential occupations from the standpoint of those who work in that occupation.

The report is one product of a three-year effort by the Tucson (Arizona) Education Association to assess the "comparable worth" of teaching relative to other occupations. Like other comparable worth projects, this one was initially motivated by two concerns:

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[1] Here and throughout this report, teacher comments identified as "written" were drawn from responses to open-ended questions on a survey of Tucson classroom teachers (described below). "Interview comments" were drawn from a wide-ranging discussion with a selected group of Tucson teachers (also described later).

- That those employed as teachers are paid less than they deserve, based on the nature of their responsibilities and qualifications; and

- That one reason the occupation is undervalued and underpaid is that a large proportion of those employed in the occupation are females.

Both of those concerns continue to motivate those conducting and sponsoring this study, but the study is not designed to "prove" either point. If teachers are underpaid relative to those in other occupations, it is largely because their immediate employers (school boards and administrators) and ultimate employers (the general public) are unwilling to pay more for what they think they are getting. If gender composition does influence the pay levels of teachers, it is at least partly because the responsibilities and qualifications of those in "female occupations" are typically misunderstood and poorly appreciated. In both instances, what deserves scrutiny are the assumptions and value judgments that are made about teaching.[2]

A description of teaching and teaching conditions is needed for other reasons, quite appart from its possible utility in discussions of pay equity and gender discrimination. The authors of this report hope that the description provided here will:

- Enhance the public's appreciation of and respect for the work of teachers, promoting more cooperative relationships between teachers, parents and the general public.

---

[2] The authors of this report have no fundamental disagreement with the argument that the salaries of teachers, like the salaries of those who work in other occupations, are the product of "supply and demand". Clearly, many factors affect the supply of available teachers and the demand for their services, including the number of education school graduates, the number of teacher retirements and the number of students enrolled in a public school system.

But it is misleading to suggest that supply and demand represent nothing but summary statements about the number of available teachers and teaching positions. The critical question is what is being supplied and what is being demanded. The "demand" for teachers is ultimately a summary statement about what people are prepared to pay for the services of teachers, given what they want from teachers and what they think they are getting. Those are precisely the considerations that this report is designed to address.

o Enhance teachers' professional pride and their appreciation of what makes teaching a single profession, despite the many differences in the day-to-day activities of individual teachers.

o Identify problems in the relationships between teachers and the school system that employs them -- and problems in the relationships among teachers themselves -- that might inhibit the effectiveness of individual teachers and the schools in which they work.

The Tucson Education Association initiated this study with advice and technical assistance from the Arizona Education Association, the National Education Association's Division of Human and Civil Rights and the NEA's Western Regional Office. The NEA's Division of Human and Civil Rights provided financial support for the project and its Research Division provided computer analyses of survey data (described below).

Once it became apparent that the main emphasis of the study would be on the job of teaching itself and that comparisons with other jobs would be used primarily to illuminate the nature of teaching responsibilities, the TEA, AEA and NEA sought an outside consultant to provide technical assistance in the areas of job analysis and job comparisons, research design and execution. Together, they employed Organizational Analysis and Practice (OAP), a consulting and research group based in Ithaca, New York.

OAP is nationally-recognized for its studies of job design, management processes and compensation systems in public education,[3] but its research and consulting is not confined to public education. Its clients include major corporations, small businesses, state governments and labor-management committees in the public and private sectors. It is one of the few research and consulting firms that works actively with both employers and labor organizations on issues involving personnel policy and human resource utilization.

---

[3] Studies of public education published by staff members and advisory board members of OAP include: Samuel B. Bacharach and Stephen M. Mitchell, "Critical Variables in the Formation and Maintenance of Consensus in School Districts," Educational Administration Quarterly (Fall 1981) pp. 74-97; Samuel B. Bacharach, Stephen M. Mitchell and Rose Malanowski, "Organizational Determinants of Teachers Militancy," Advances in Industrial Relations, Volume 2, pp. 197-222, JAI Press, 1985; Samuel B. Bacharach and Stephen M. Mitchell, Organizational Behavior in Schools and School Districts, New York: Praeger, 1981; Samuel B. Bacharach, Scott C. Bauer and Sharon C. Conley, "Organizational Analysis of Stress: The Case of Elementary and Secondary Schools," Journal of Work and Occupations (February 1986, forthcoming); Samuel B. Bacharach, David B. Lipsky and Joseph B. Shedd, Paying for Better Teaching: Merit Pay and Its Alternatives, Ithaca, NY: OAP, Inc., 1984; Samuel B. Bacharach, Sharon

OAP staff members played key roles in designing this study, analyzing the resulting data and writing this report. Their principal role, however, has been to act as facilitators. Tucson teachers organized and conducted the discussion groups that produced an initial teacher job description (used in designing the subsequent survey instrument;) approved OAP's recommended survey instrument and then managed its distribution and collection; identified "outside" occupations to be interviewed and the firms to be contacted; recruited the interviewers who were trained (by OAP) and then assigned to gather information from those in outside occupations; managed all administrative details of the interview process; gathered salary data from the Tucson Unified School District and wage survey data from the Arizona Department of Economic Security; and provided feedback and critiques of OAP's conclusions in several group discussions as more and more data became available.

Although many of the findings reported here are consistent with the findings of other studies of teaching, and some citations to other research are provided, the description of teaching found in this report is basically one provided by, for and about the public school teachers of Tucson.

C. Conley and Joesph B. Shedd, "Beyond Career Ladders: Structuring Teacher Career Development Systems," Columbia Teachers College Record (Summer 1986, forthcoming); David B. Lipsky, "The Effect of Collective Bargaining on Teacher Pay: A Review of the Evidence," Education Administration Quarterly (Winter 1982) pp. 14-42; and Karl E. Weick, "Educational Organizations as Loosely Coupled Systems," Administrative Science Quarterly (Fall 1976) pp. 1-19.

DESCRIBING JOBS

> Teaching is more than the sum of its parts. Coordinating human and material resources as well as the resources of the learner is a task that cannot be broken down to be analyzed.
>
> Tucson teacher
> [written comment]

Every job can be described in terms of the duties or responsibilities that a person performs and in terms of the resources a person uses in performing them. Responsibilities and resources are the building blocks of jobs: they are the parts that, combined, make up a whole.

As one teacher pointed out to us at an early stage of this project, lists of responsibilities and resources do not tell us "what a job is like", any more than lists of construction materials tell us what a building is like. They do not tell us how -- or why -- certain responsibilities and resources are put together in a single job, who puts them together, or whether the resulting combination even makes sense. Every job, in these respects, is "more than the sum of its parts."

But lists of responsibilities and resources often tell us more about a job than we might first suspect. They often reveal patterns that allow us to identify and understand more basic features about the job. Just as different construction materials have particular properties, different kinds of responsibilities and resources have particular characteristics. Just as architects and builders often choose particular materials for their particular strengths -- but then are limited by the weaknesses of the materials they have selected -- the responsibilities and resources of a particular job both reflect and constrain the expectations of those who work in an organization.

In some jobs, for example, responsibilities are specified and assigned as tasks (as steps to be followed or actions to be taken;) in other jobs responsibilities are defined as objectives (as outcomes to be achieved or problems to be solved.) In some jobs employees perform a handful of closely-related duties over and over; in others employees perform a wide range of duties and must manage the process of meeting several different expectations, seemingly all at the same time.

In some jobs, employees work constantly with material resources and recorded data; in other jobs, employees make heavy use of the knowledge, skills and effort of other people. A person's own knowledge and skills represent critical resources in some jobs and are less critical in others. Time, money and authority are put to different kinds of uses and are allocated differently in different kinds of jobs.

Knowing how responsibilities are specified and what resources are needed in a job often allows us to infer certain underlying conditions: how routine or non-routine the job is, how closely it is supervised, how much independent judgment it requires, how much and what kinds of contact a person is likely to have with coworkers and the clients or customers that her or his organization serves. Such knowledge also allows us to predict what sorts of problems a person is most likely to confront on the job: problems of inconsistent or uncertain expectations, problems choosing between different courses of action with uncertain consequences, problems with inadequate quantities or insufficient quality of particular resources, problems getting timely access to resources. These inferences and predictions provide a framework -- a set of questions and likely answers -- for describing and understanding what a job is like.

For purposes of this study, then, it was particularly important that the framework for describing teaching be generated from basic data on responsibilities and resources and that it evolve as the study progressed. A more "controlled" study with pre-established measures and procedures -- the sort of study that would have been appropriate if our purpose had been to confirm or disprove a predefined theory or to answer a clearly-defined question -- would have been inappropriate under the circumstances. Here, our purpose is to provide a framework that will allow the teachers of Tucson to describe their jobs to others in ways that are meaningful to both teachers and their listeners. Our purpose is to identify job features and problems that many or all teachers might have in common. Given the steps followed and types of data employed, our conclusions are necessarily tentative, but they focus attention on features and issues of special concern to teachers themselves.

PROCEDURES AND DATA SOURCES

The authors of this report have relied upon five basic sources of information, with several types of data derived from each. These sets of data are described below in the order in which they were gathered, each set of data having been used to formulate more-specific questions used in gathering subsequent data.

(1) A questionnaire distributed to all classroom teachers of the Tucson Unified School District provided:

- Statistical data on the frequency with which teachers perform a variety of different responsibilities, reported for all teachers and for teachers at different school levels

- Statistical data on how often teachers make use of a variety of different resources and how valuable each of those resources is to them in their work, reported for all teachers and for different school

- Written comments from teachers about other responsibilities and resources that they consider particularly important

The questionnaire covered thirty-seven different types of responsibilities and eighteen kinds of resources teachers use in their jobs, all identified by TEA members in an initial series of discussion groups. On a separate page, open-ended questions gave respondents an opportunity to indicate how well the questionnaire "captured" the nature of teaching responsibilities and resources, as well as opportunities to make written comments. The questions asked respondents what important responsibilities might not have been covered in the list of 37 and what important resources were not covered in the list of 18. (A copy of the complete questionnaire is included in the attached set of Exhibits, p. 1-4.)

The questionnaire was distributed and collected in February 1985. The basic questionnaire was completed by 1187 classroom teachers: just over half of all TUSD teachers with regular responsibility for classroom teaching. Of 816 respondents who completed the additional page, 16 percent indicated that the survey captured the nature of a teacher's job "extremely well" and 61 percent indicated that it did so "fairly well". Fourteen and five percent indicated that it did so "not particularly well" or "not at all well", with the remaining five percent not providing a response.

Written comments were submitted by 456 respondents. Altogether, these respondents submitted 682 comments about teaching responsibilities and 480 about resources. With a handful of notable exceptions (to be noted later) the responsibilities and resources mentioned in these comments were actually covered in the questionnaire, but not with the emphasis or detail that respondents would have liked.

Charts summarizing responses to questionnaire items are included in the main body of this report. More detailed tables, summarizing responses to all survey items and to the open-ended questions, are included in the Exhibits. The Exhibits also include a section (beginning on p. 24) providing the verbatim text of every open-ended comment that actually discussed (as opposed to merely listing) responsibilities, resources or the general nature of teaching.

Once these survey data were collected, the TEA undertook:

(2) A set of interviews with twenty-five persons in other occupations, selected because one or more aspects of their jobs were thought to be similar to one or more aspects of teaching. These interviews, conducted in May and June 1985, provided:

o Statistics and narrative comments about job responsibilities, resources and types of problems confronted in different jobs, for comparison with teaching

Although individuals interviewed were guaranteed that their names and specific positions would remain confidential, their jobs fell in the following categories:

- Two persons who serve as trainers and training directors, selected for possible parallels with the instructional duties of teachers

- Two news directors of local television stations, selected for possible parallels with the work planning and group management responsibilities of teachers

- Two managers of non-profit service organizations, also selected for possible work planning and group-management parallels

- Four budget analysts, selected for possible parallels with those aspects of teaching that require analysis of data and diagnosis of problems

- Four personnel analysts and personnel directors, also selected for possible data-analysis and diagnostic parallels as well as possible parallels with the individual counseling and administrative demands of teaching

- Four managers of accounting departments and one accountant, selected for possible group management, data analysis and administrative parallels

- Two employment consultants, selected for possible instructional and individual counseling parallels

- An electrical engineer who serves as manager of "process development" for a manufacturing firm, selected for possible instructional, work planning, group management, data analysis and problem diagnosis parallels

- A public information officer, selected for possible instructional parallels

- A stock room supervisor and bookkeeper, selected to illustrate possible parallels with the administrative and clerical demands of teaching

Nineteen TUSD teachers, in teams of two, conducted each of the twenty-five interviews. They used a set of questions (see Exhibits, p. 33) that allowed the interviewee to describe his or her job in his or her own words but guaranteed that parallels or contrasts could be drawn between that person's job and the job of teaching. To serve that purpose, all but a handful of items on the teacher survey were rewritten as statements of more-generic responsibilities and resources.[4] ("Assigns in-class work and

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[4] The more-generic responsibility statements used in the interviews are listed in the Exhibits, starting on p. 34 . In all but a handful of cases, the teacher responsibility statements were amenable to such translation. In a few cases, however, the teacher statements were so occupation-specific that they could not be translated. The following modifications were made, as a consequence: the survey items dealing with field trips, meeting with parents, attending faculty meetings, monitoring student behavior outside the classroom, and collecting money from students were not used in the interviews or for coding interview responses.

In addition, certain pairs of survey items were combined into single items, for purposes of tabulating interview responses: observing class behavior to look for the need to change plans, and actually making mid-stream changes were combined as "adjusts group/individual workplans as needed"; directing and supervising student teachers, and evaluating and homework to individuals, groups and class", for example, was restated in more general terms as, "Assigns work to others." "Student textbooks, workbooks, or other published instructional materials" was restated as "Published materials.") Most interviews lasted between one and one-and-a-half hours.

Information from these interviews is included throughout the body of this report. (Detailed summaries of each set of interviews are included in the Exhibits, beginning on p. 43 .)

Once these first two sets of data were collected and initially analyzed, OAP staff members conducted:

(3) A group discussion with Tucson teachers, held July 25, 1985, which was designed to provide:

- o Narrative comments to illustrate, clarify or expand upon initial conclusions derived from teacher survey data
- o Clarifications of conclusions derived from summaries of interviews with those in "outside" occupations

Information from this discussion was used in structuring the descriptive sections of this report. Several comments from the meeting are used as illustrations of particular points in the text. A complete summary of comments made during the meeting is included in the Exhibits, beginning on p. 89 .

The purpose of these first three data sets was to provide details for a description of teaching, using parallels (and contrasts) with other occupations. Given that purpose, no effort was made to be broadly representative or random in the selection of "outside" positions to be studied or persons to be interviewed. The nature of the interviews also precluded any effort to gather salary data on those interviewed. In order to provide

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counseling student teachers were combined as "direct team leaders, others who themselves direct the work of others"; and serving as a member of school committees, and chairing school committees were combined as "works in committees".

In tabulating interview responses concerning resources, the only teaching resource that was so occupation-specific as to be superfluous for non-teaching jobs was advice, feedback and help from parents; we substituted "advice, feedback and help from outsiders" (i.e., those employed outside the person's own organization) -- a type of resource that interviewees cited often. Teacher resource statements referring to standardized and self-developed tests could be only roughly translated (i.e., as employer-developed and self-developed performance data systems.)

a broader and more representative (if less detailed) data base on other jobs, as well as a basis for drawing some conclusions about teachers' salaries, the TEA also secured:

(4) A survey of 70 different private and public sector jobs, covering 10,174 persons, in Pima County, conducted by the Arizona Department of Economic Security in the Fall of 1984. This survey provided:

- o Another set of statistics about job responsibilities and necessary job qualifications for comparative purposes
- o Average salary data for the 70 jobs in question, for comparison with salary data for teachers

(5) The 1984-85 TUSD teacher salary schedule and TUSD records listing the number of teachers at each experience and education level,[5] which provided:

- o Experience and education "profiles" of Tucson teachers
- o Basic salary data for teachers with different levels of education and experience

Presentation of these five sets of information is organized in six sections. The section following this one discusses the basic responsibilities of teachers, using survey, interview and discussion group data. The second section discusses teaching resources, using the same three sets of data. A third section discusses differences among teachers, addressing whether and to what extent it is appropriate to speak of teaching as a single occupation.

The fourth section attempts to integrate points raised in the previous three sections, viewing teachers from the vantage point of a much broader set of comparisons with jobs in the Tucson area. The fifth and concluding section discusses the implications of this study and what light it might shed on the "worth" of teaching as a profession.

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[5] Teacher salary data for 1984-85, rather than 1985-86, was used, in order to draw appropriate comparisons with the Fall 1984 data for "outside" jobs. Statistics on the number of teachers at each experience and education level during 1984-85 were not available to the authors, so 1983-84 figures were used, probably resulting in slight under-estimates of the number of teachers at higher salary levels. The average salary figure for all teachers for 1984-85 ($27,248) was derived from other District records, however, and is an actual, not estimated, figure.

THE RESPONSIBILITIES OF TEACHING

> The orchestration of teaching is unique. That's the big difference [between teaching and the jobs of the persons we interviewed.] We have to be masters of a three-ring circus.
>
> Tucson teacher
> Discussion group comment

Some people might not think of characterizing classrooms as three-ring circuses or teachers as ring-masters. The stereotypical teacher is someone standing in front of a group of students and talking. Much of teaching does involve talking, to and with students, but much more is involved as well.

This section presents basic information on the types of responsibilities that teachers perform, using statistical data and written comments from our survey of teachers, additional information from group discussions, and comparative information on other jobs.

The section is structured around five sets of features about teaching: the overall number of teaching responsibilities and the frequency with which teachers perform them; the kinds of purposes that teachers serve and the kinds of processes that teachers engage in; the intensely active nature of teaching responsibilities; the different kinds of relationships that teachers have with their students; and the relative independence (some would say, isolation) of teachers from other school system members.

Number and Frequency of Teaching Responsibilities

At the outset of this study, a committee of Tucson teachers tentatively identified thirty-seven sets of responsibilities, each defined in terms of types of activities, that committee members believed are typically performed by classroom teachers. The teacher survey confirms that most teachers (more than half) perform all but nine of these responsibilities on at least a weekly basis (see Chart 1, below). Most teachers, in fact, perform most of these responsibilities on a daily basis.[6]

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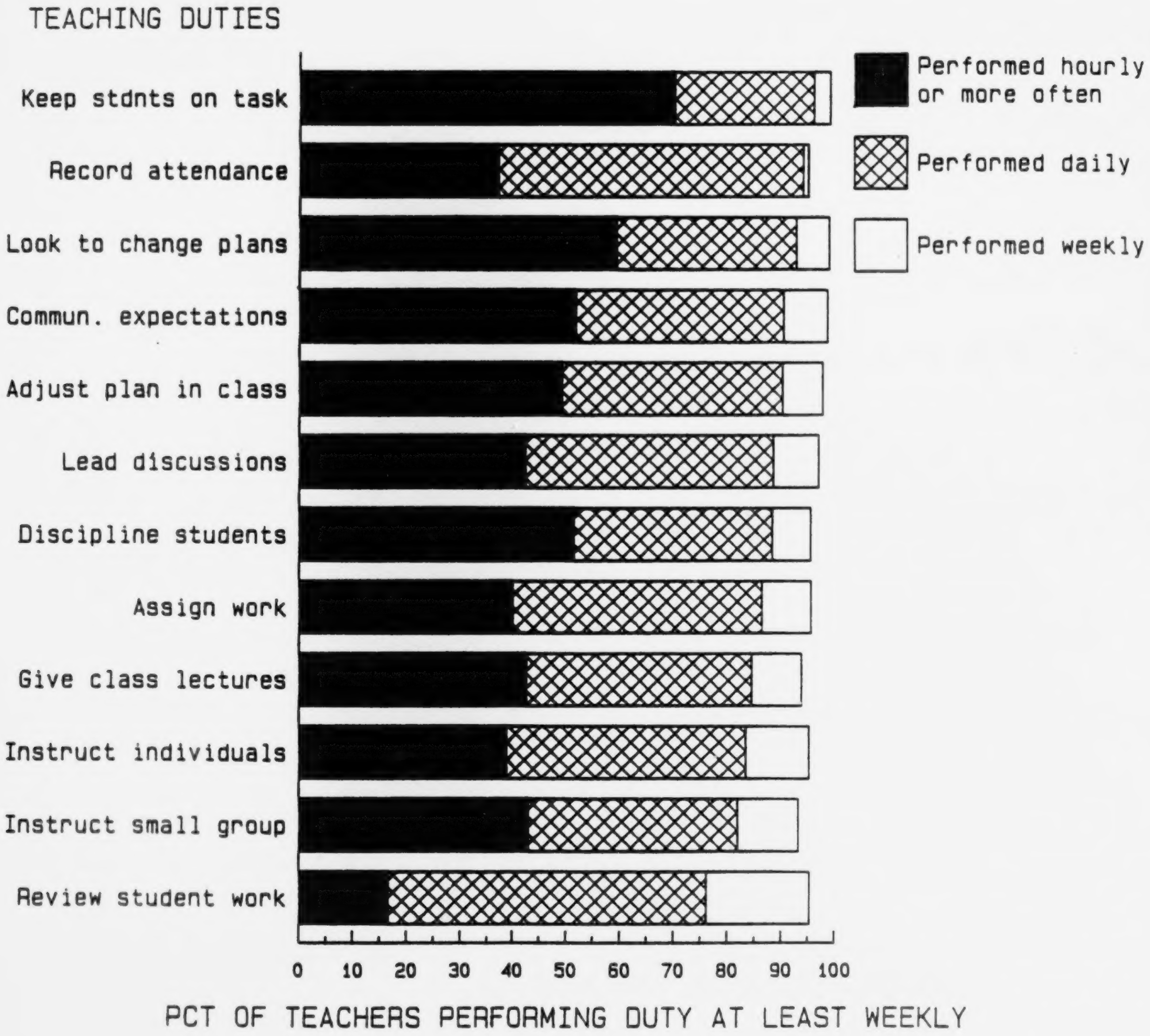
[6] The teacher survey asked respondents whether they performed each responsibility (a) hourly or more often, (b) daily, (c) weekly, or (d) monthly or less often. Although distinctions between hourly and daily responses are provided in

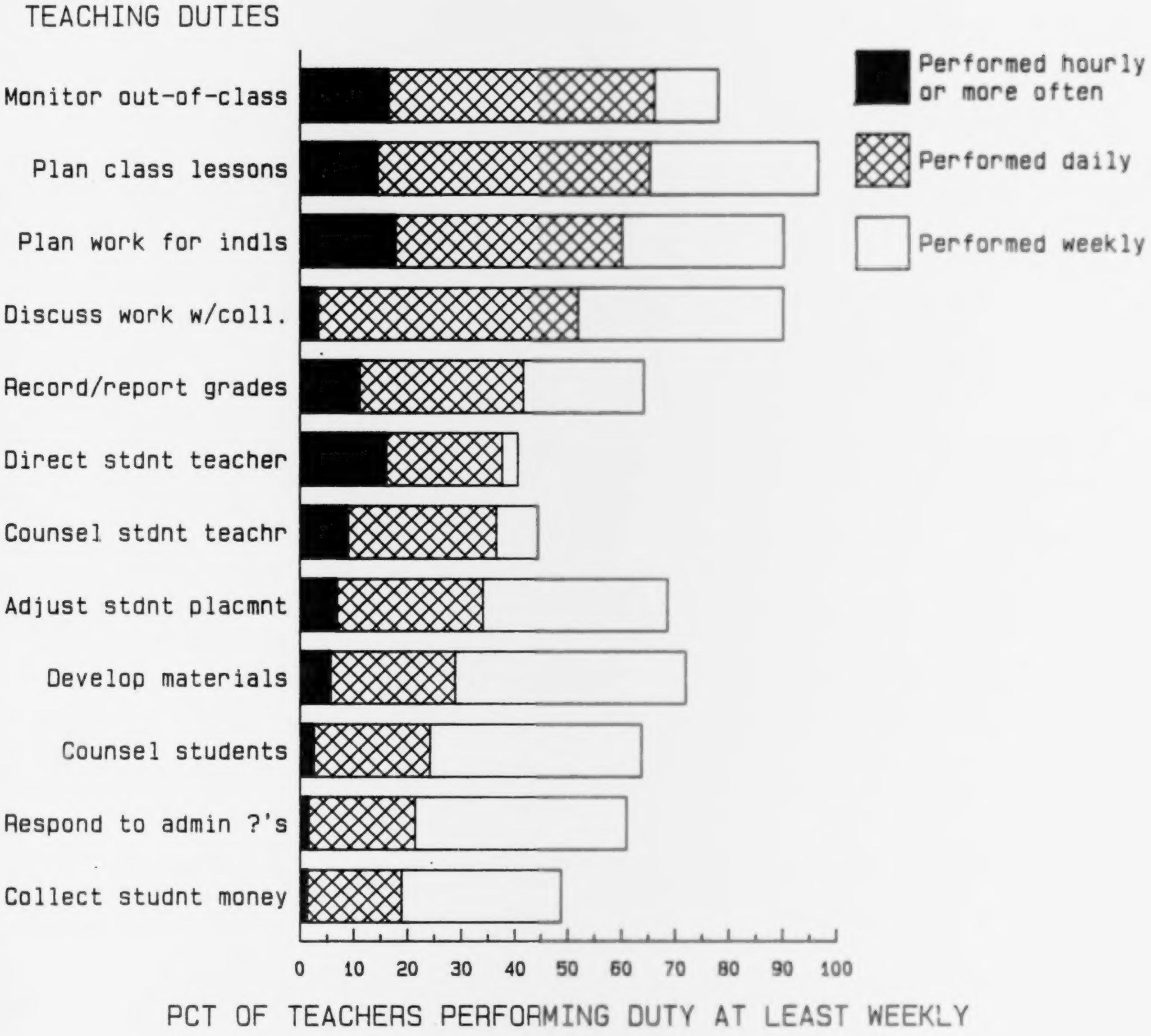
CHART 1

Teachers perform many duties and perform most of them frequently:



Teachers perform many duties

(continued)



Teachers perform many duties
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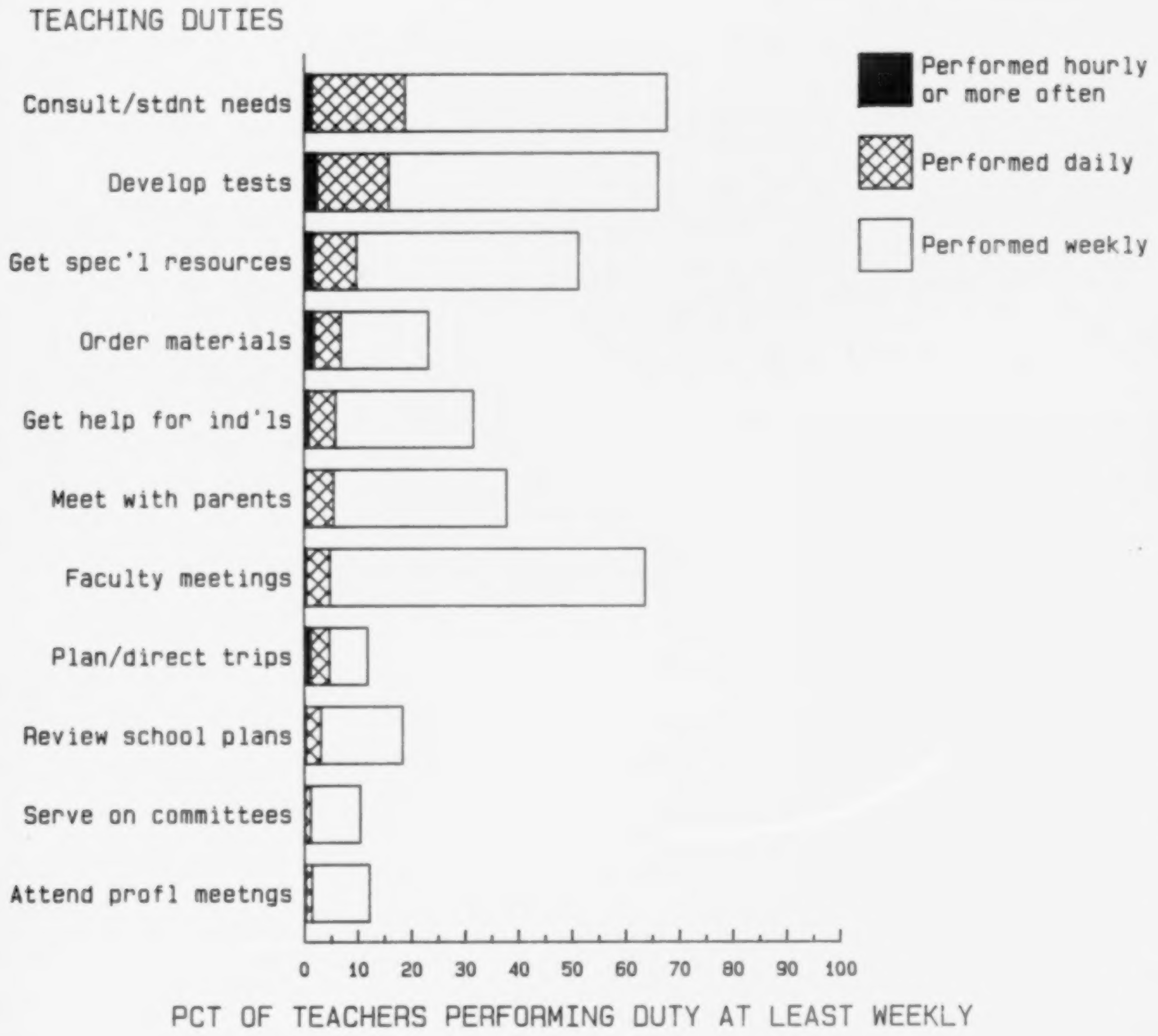

The vast majority of teachers (over eighty percent) report that they perform the following eleven responsibilities either daily or more often (listed in order of percentage):

o Observing and directing student behavior to keep students "on task" and to identify and avoid potential discipline problems;

o Recording and reporting classroom attendance;

o Observing class, group and individual behavior and progress in order to identify when plans might need to be changed;

o Communicating expectations to students concerning instructional goals and objectives, quality and amount of work, and behavior and discipline;

o Actually adjusting class, group or individual plans while class is still in session (i.e., making "mid-stream" changes);

o Leading class discussions and demonstrations;

o Administering in-class discipline and/or referring students to others for discipline;

o Assigning in-class work and homework to individuals, groups and whole classes;

o Lecturing to a class as a whole (for purposes of instruction);

o Instructing or reviewing work with individual students for purposes of instruction, while other students work independently or in groups; and

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Chart 1, those distinctions were heavily influenced by the school level of the respondents answering the question. That is, elementary school teachers, who typically have all-day responsibility for a particular class, were more likely to report that they have "daily" responsibility for many duties that junior and senior high teachers (with several different classes) perform "hourly". These differences are discussed in our section on differences among teachers. Since the emphasis in this section is on features that all or most teachers have in common, we will discuss duties performed "hourly" or "daily" as duties performed "daily or more often".

- Instructing groups of students, using a variety of techniques, while other students work independently or in groups.

A somewhat smaller proportion of teachers (but still a majority) perform the following five additional responsibilities daily or more often:

- Reviewing tests, homework and other student assignments, for purposes of identifying progress, problems, and special needs;

- Monitoring and supervising student behavior outside of the classroom, for example, in hallways, cafeterias or on the playground;

- Planning, developing and scheduling whole class and group lessons, activities and assignments;

- Planning activities and assignments for individual students, adjusting them to fit plans for the class and groups; and

- Discussing work with colleagues, for purposes of discussing subject matter, student needs, and each other's instructional plans and teaching techniques.

With the exception of monitoring and supervising out-of-classroom behavior (a responsibility performed more frequently by elementary and junior high school teachers than by high school teachers), virtually all teachers, at all school levels, report that they perform each and every one of the preceding sixteen responsibilities at least weekly.

Nine other responsibilities are performed weekly or more often by at least fifty percent of the teachers responding to the survey:

- Recording and reporting grades;

- Placing and adjusting placement of individual students at appropriate curriculum levels;

- Developing course outlines and special instructional materials not already available;

- Counseling with individual students;

- Responding orally or in writing to special requests for information from administrators or other school officials;

o Consulting with specialists and colleagues to identify and analyze the special needs of individual students;

o Developing tests;

o Attending faculty meetings; and

o Planning and arranging for special resources for classroom instruction.

We will point out certain patterns in these lists of responsibilities in the next three subsections, but the first point that deserves attention is the sheer number of responsibilities that all or most teachers perform on a regular basis: sixteen performed daily or more often and another nine at least weekly.

These figures, in fact, tend to understate the volume and intensity of a teacher's performance responsibilities in four different ways. First, the sixteen daily responsibilities and nine weekly responsibilities listed above are based on aggregate percentages (more than fifty percent falling in one or the other category.) Large numbers of teachers report that they perform many of the responsibilities we have listed as "daily" on an hourly basis, and many report that they perform what we have labelled "weekly" responsibilities on a daily basis.

Second, large numbers of teachers (but less than a majority) indicate that they perform several duties not listed in either category on a weekly, daily, or even hourly basis. For example, 41 percent of all teachers report that they direct, supervise and evaluate the work of student teachers on an on-going basis; 38 percent indicate that they schedule, coordinate and conduct meetings with parents at least weekly; 32 percent indicate that each week they arrange with other school or district personnel for special support or placements for students with special needs; and 23 percent indicate that they have to spend time each week ordering instructional materials and supplies for regular classroom use. Forty-nine percent of all teachers (most of them in elementary schools) also spend time each week collecting money from students for special projects, lunch, etc., and forwarding the money to appropriate district personnel; 19 percent do so each and every day. In fact, of the 37 responsibilities listed on the teacher survey, only five are performed on a weekly basis by fewer than twenty percent of all teachers.[7]

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[7] Those responsibilities (and the percentages of teachers performing them weekly or more often) are as follows: evaluating district or school plans, programs and curricula, for the purposes of communicating problems and personal recommendations for changes to appropriate officials (19 percent); attending

The foregoing list of responsibilities also understates the volume and intensity of teachers' responsibilities by collapsing into short statements responsibilities that take many different forms, sometimes misrepresenting the real character of those responsibilities. By far the largest number of comments submitted in response to the survey's open-ended questions (152 comments) addressed the wide variety of ways in which teachers counsel students, provide them with "nurturing", serve as surrogate parents, psychologists and social workers, and otherwise address the needs and special problems of individual students. Respondents properly noted that collapsing all such activities under the single category of "counselling individual students" seriously understates what, for many teachers, is one their most important, most difficult and most time-consuming responsibilities.

The second-largest category of open-ended comments (96) was closely-related to the first, namely, the wide variety of ways in which teachers interract with parents and the wide variety of functions served by such interraction. The survey referred only to scheduled meetings with parents and implicitly dealt only with meetings held at school with the parents of individual students; respondents made reference to daily phone conversations (before, during and after working hours), constant note and letter-writing, home visits, preparing form letters to the parents and guardians of all one's students, sending completed student work home and otherwise keeping parents informed of their children's progress, recruiting and working with parent volunteers on special class activities, and working with parents through the PTA. They also made reference to the many ways in which teachers attend to their students' home-related problems without direct parental contact, such as noting and reporting signs of child abuse and arranging referrals with social service agencies.

Since many of these activities do not fall under the heading of at-school meetings, and only respondents who took the time to provide written comments brought them to our attention, we have no way of documenting the full nature and frequency of teachers' parental contacts. It is virtually certain, however, that the statistic we have reported -- 38 percent of teachers having weekly or more frequent meetings with parents -- seriously misrepresents the full extent of an important teacher responsibility.

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professional meetings, conferences or training workshops (12); directing and supervising field trips and other out-of-class instructional activities (12); and serving on or chairing committees to develop or revise plans, programs, curricula or selection of textbooks (11 and 5 percent, respectively).

Sizeable but smaller numbers of teachers also noted other survey items that they thought understate or miss the nature and extent of teacher reponsibilities. Fifty made reference to special school assignments not clearly covered by the survey items on committee work, program reviews or out-of-class monitoring of student behavior; 45 noted that the survey items on reporting attendance, reporting grades and responding to "special" requests for information barely reflect the volume of administrative paperwork teachers are expected to complete and manage; 35 respondents made reference to the many community contacts they cultivate and maintain, for purposes of arranging field trips, arranging for speakers, securing special instructional resources, placing students with employers, promoting school and classroom fundraising projects, and generally promoting community involvement in and support for the public school system. Since survey respondents were not asked about these activities, there is no way of documenting here just how many teachers perform them or how often they do so. But again, these comments indicate that our list of sixteen "daily" activities and nine additional "weekly" activities represents a conservative statement of the volume and intensity of a teacher's responsibilities.

Before we note the fourth (and perhaps most significant) way in which those numbers understate that volume and intensity, we should point out that our interviews with persons in other jobs provide a basis for appreciating just how high even our conservative numbers are. As we noted earlier (footnote 4), we coded the responsibilities that interviewees perform using generic responsibility statements that parallel the more-specific statements on the teacher survey.

Using this "generic" list as a basis of comparison, none of the twenty-five persons interviewed performs as many different responsibilities in any given week as teachers perform, and only one of the twenty-five (one of the two television news directors) performs more responsibilities on a daily basis (see Chart 2, below). That news director performs eighteen distinctly different responsibilities each and every day, whereas teachers -- using the generic list -- perform fourteen.[8]

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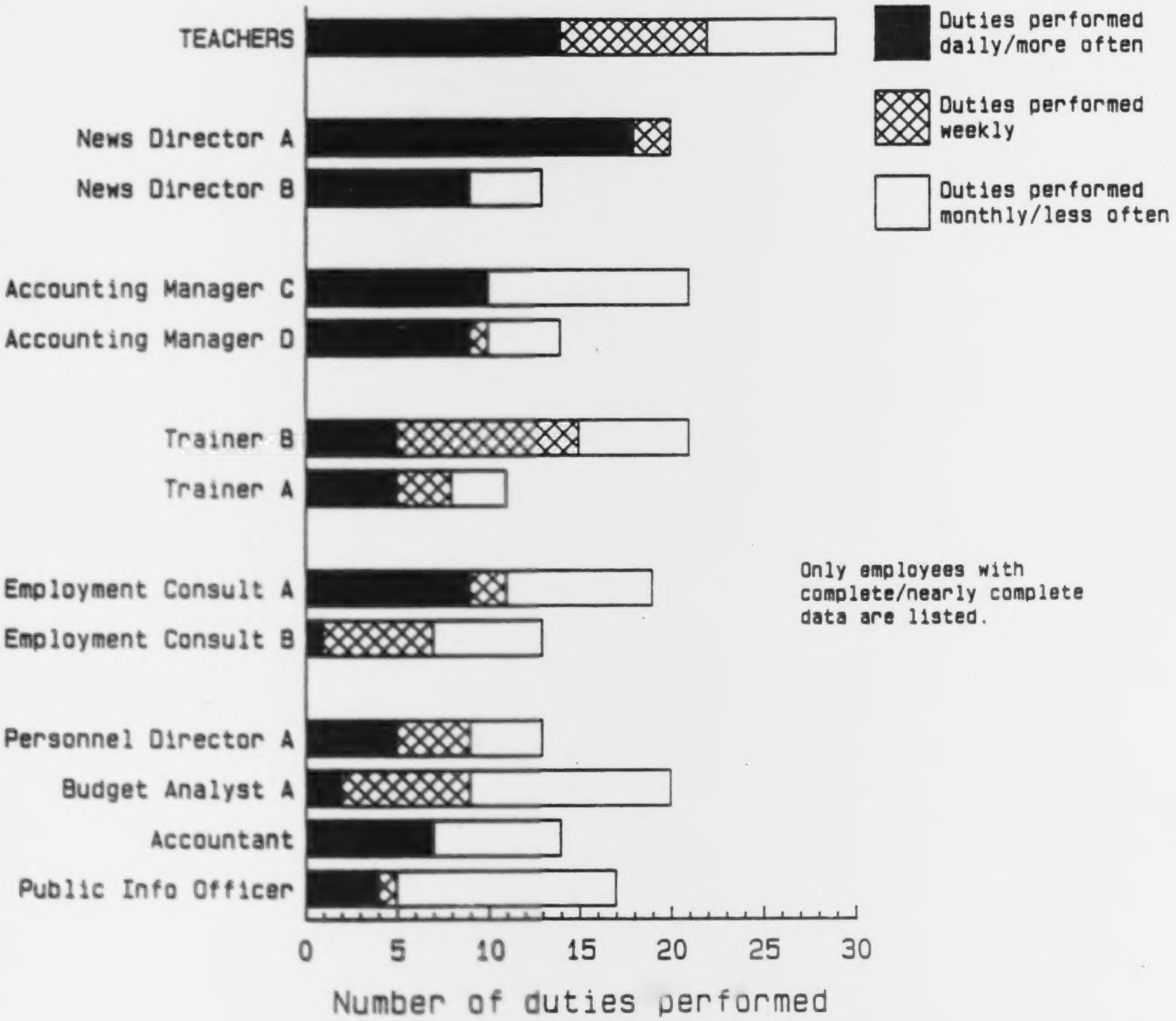
[8] As noted in footnote 4 above, a handful of responsibilities listed on the teacher survey were either deleted or combined when we prepared the "generic" list, because they were so occupation-specific as to make parallels with other jobs impossible to draw. The resulting list includes twenty-nine responsibility statements: fourteen responsibilities that teachers perform daily or more often, eight more that they perform weekly, and seven others that many teachers perform but (at least in aggregate terms) less often than weekly.

CHART 2

Compared to those in other jobs, teachers perform many duties, many times ...



Only employees with complete/nearly complete data are listed.

Sources: Survey of TUSD teachers and interviews with those in other jobs

Aside from that news director, the only interviewees who even come close to performing as many daily responsibilities as teachers are: the other television news director (9 daily responsibilities), two of the four managers of accounting departments (10 and 9, respectively) and one of the two employment consultants (9). The differences between teaching and the "outside" jobs studied are even more dramatic when the total number of duties performed weekly or more often are compared: teachers perform 22, the first news director performs 20, one training director/trainer performs 15, one employment consultant performs 11, and all others perform ten or fewer duties on a weekly or more frequent basis.

These figures do not prove that teachers have more responsibilities -- or perform them more frequently -- than those in jobs outside public education. Had we looked for "outside jobs" that involve the performance of as many duties as teaching, it is quite possible that we could have found some. Moreover, just as the overall figures for teachers are only approximations of the volume and intensity of their duties, the figures for those we did interview must be treated as rough estimates.[9] But the comparative figures still support the conclusion that teachers perform a wide variety of responsibilities, and perform most of them frequently.

That conclusion, we must emphasize, does not mean that those persons we interviewed -- or those outside public education, generally -- do not work "as hard" as teachers work, or that their jobs are necessarily "less difficult" than teaching. But it does indicate a particular feature about teaching that is captured only obliquely in a list of separate responsibilities: one of the basic responsibilities of teaching is the management of all those separate responsibilities.

As we will note in more detail later, the more responsibilities a person performs, and the more often he or she performs them, the less likely it is that anyone but that person can make what are ultimately the most critical decisions about that job: deciding how to allocate time among different responsibilities, deciding when to stop "doing" one thing and start "doing" another, deciding when something needs to be "done" in the first instance, deciding how to achieve as many different objectives at once, and deciding what to do when two or more responsibilities appear to make inconsistent or even conflicting demands.

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[9] Every one of the open-ended comments on responsibilities offered by interviewees could be coded with a generic responsibility statement that had a corresponding item on the teacher survey. It is possible, however, that interviewees neglected to mention -- or our interviewers failed to record -- some responsibilities that could not have been coded and tabulated using our generic list. It is even more likely that, just as some of the single items on the teacher survey tended to understate the variety and complexity of some teaching responsibilities, some of the more-generic items did so for those we interviewed.

Three of the teachers who responded to our invitation to submit written comments on our survey summarized this point as well:

> This survey really has little to do with the process of teaching. It deals with a lot of the whats and not many hows.
>
> The survey oversimplifies the time, acquisition of knowledge, continuous effort expended, and development of expertise, flexibility, "on feet" adjusting of plans and ideas, utilization of prior knowledge, reconstruings of content, and intensity of inter-personal contact with 160 students and the adult faculty and staff.
>
> The questionnaire states everything neatly. Nowhere does it indicate the level of stress and degree of frustration under which the above are carried out or attempted. Nor does it indicate student attitude, level of endeavor, amount of time spent dealing with behavior problems, lack of effective means to deal with disruptive students, etc. The questionnaire gives me the feeling that all of the duties and responsibilities are carried out in a nice business-like fashion and problems identified and satisfactory provision made for their solution. [It] does not reflect reality in that the same problems return daily and little progress seems to be made in spite of one's best efforts.

The overall figures on the number and frequency of teaching responsibilities help us begin to appreciate the kind of complexity that these teachers mention. The comparison of teaching, in terms of these overall numbers, with the job of a television news director -- who must orchestrate the movements of many different people, constantly allocate and reallocate his or her own time and the time of others, make a wide variety of kinds of decisions, meet fixed deadlines, and respond quickly to developments over which he or she has little or no control -- also helps us appreciate that complexity.

But we have to look beyond such overall numbers and try to discern the particular roles and functions that teachers serve, before we can come much closer to understanding the concerns those three teachers -- and others --expressed. We have to consider why teachers are expected to perform so many different types of responsibilities, and how they go about doing so.

The Roles and Functions of Teaching

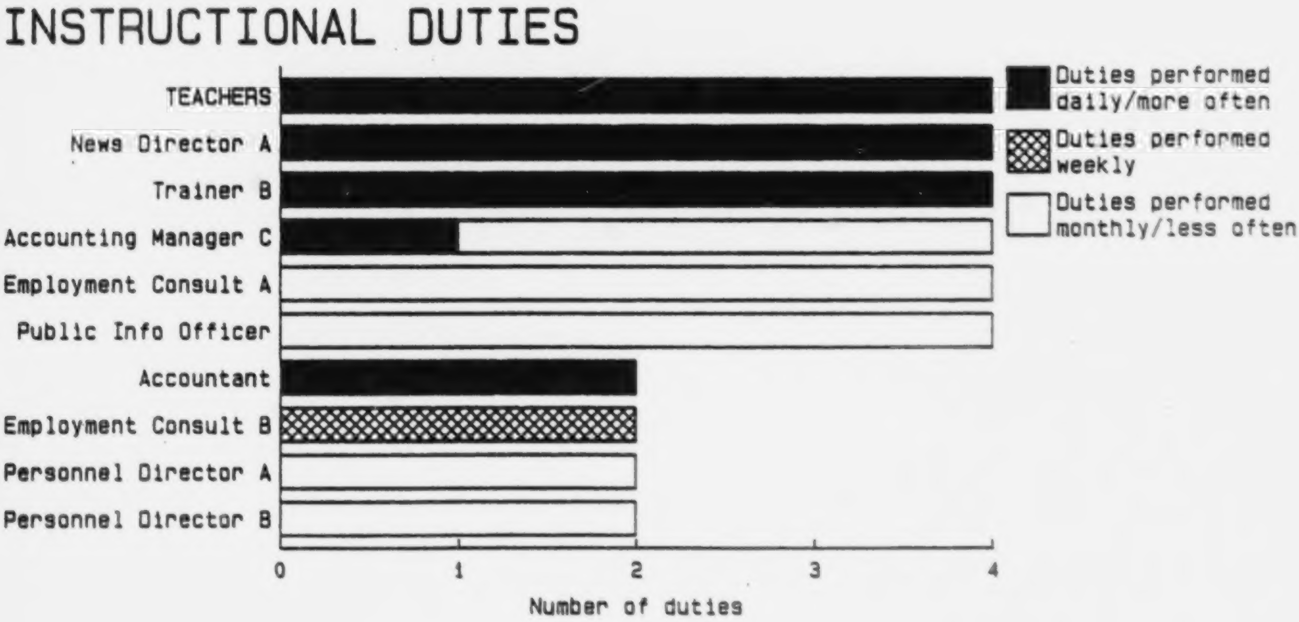
When we were first constructing the teacher survey -- and were anticipating how teaching might be compared with other jobs -- we grouped teaching responsibilities into five general categories:

- Instruction
- Instructional Planning
- Classroom Management
- Diagnosis and Counseling
- Administrative Responsibilities

Charts 3A through 3E provide statistical summaries of the comparisons these groupings allowed us to draw between teaching and the jobs of those interviewed.

Not surprisingly, teachers perform more instructional duties, more frequently, than all but a handful of the persons interviewed (Chart 3A). They lecture, lead discussions, instruct small groups while others work independently, and instruct

CHART 3A



individual students, all on a daily basis. Nearly a majority report performing all four on an hourly basis. The museum training director performs all four of those duties daily, but only during the Fall and for shorter periods of time. One television news director also reports performing all four duties on a daily basis, but his instruction is generally incidental to the assignment and review of work, not part of a formal instructional program.

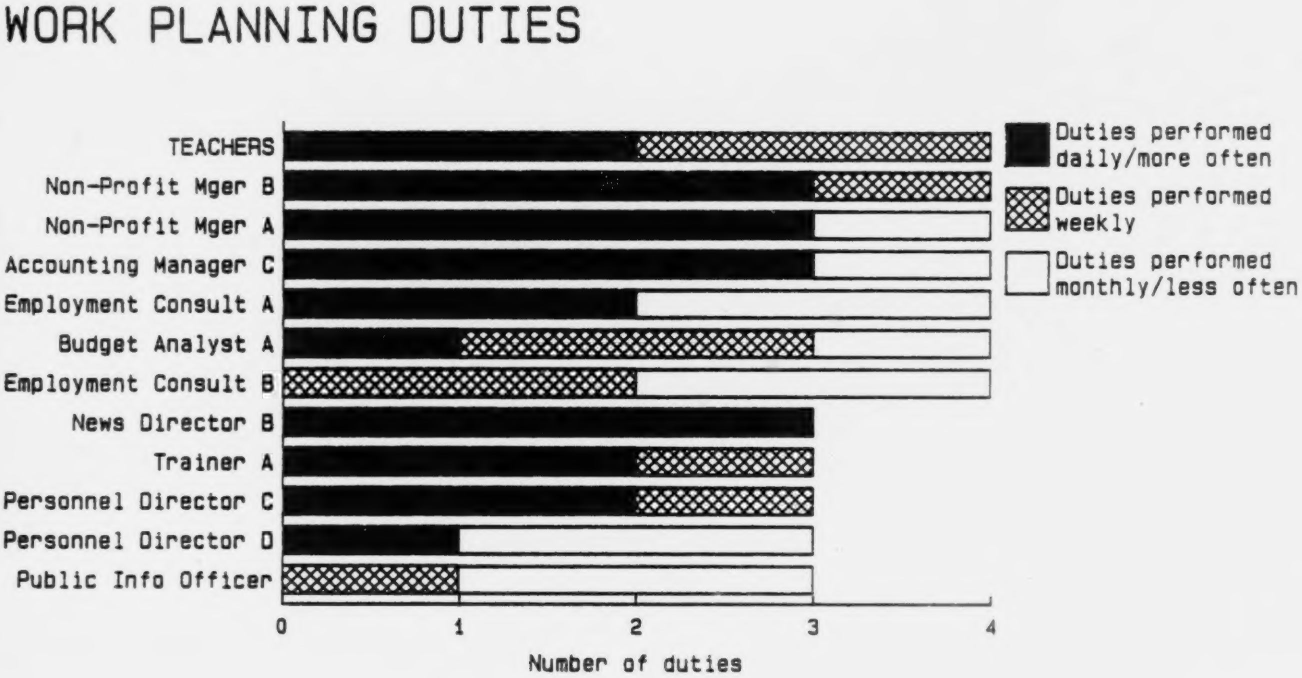
Both employment consultants run periodic workshops on job-seeking and career planning skills, but they spend most of their time working with clients on a one-on-one basis. In all other cases, the instructional activities of those interviewed consist of either occasionally running training workshops or providing informal training to new employees, either individually or in small groups, in the course of discussing their work products. Aside from the news director, one accounting manager and the accountant are the only ones who perform such informal training on a daily or weekly basis.

There are closer parallels between teaching and the jobs of those we interviewed in terms of work planning duties, at least in terms of the types of duties and the frequency with which they are performed (Chart 3B). Teachers plan and schedule work activities for groups -- and adjust the work plans of individuals to fit those group plans -- on a daily basis. They develop personal, somewhat more formal, work plans, and secure special resources needed to carry out those plans, on a weekly basis.

Of the eleven other persons listed in Chart 3B, six are managers and one (the training director of a large retail firm) has quasi-supervisory authority over store employees. Like teachers, these seven generally plan group activities and activities for individuals on a daily basis. Three of those listed (a news director, a manager of a non-profit organization and a personnel director) also report that they develop personal (as opposed to group) work plans on a daily basis, their contact with outsiders and their responsibility for "outside" events making longer-range plans subject to constant modification. Both managers of non-profit organizations, one budget analyst and one accounting manager spend time each day securing special resources from outside their immediate organizations or departments, reflecting another kind of close contact with "outsiders".

The parallels between the planning activities of teachers and those of these other persons are not as close, however, as these general comments make them seem. The distinction between personal work planning and setting work plans for others -- a relatively clear distinction for most of the persons who were interviewed -- is not at all clear for teachers, largely because

CHART 3B



teachers must constantly work with and supervise the activities they plan for their students. Of those listed in Chart 3B above, only the employment consultants share this feature in common with teachers, and their involvement with particular clients and groups of clients is much briefer than that of teachers.

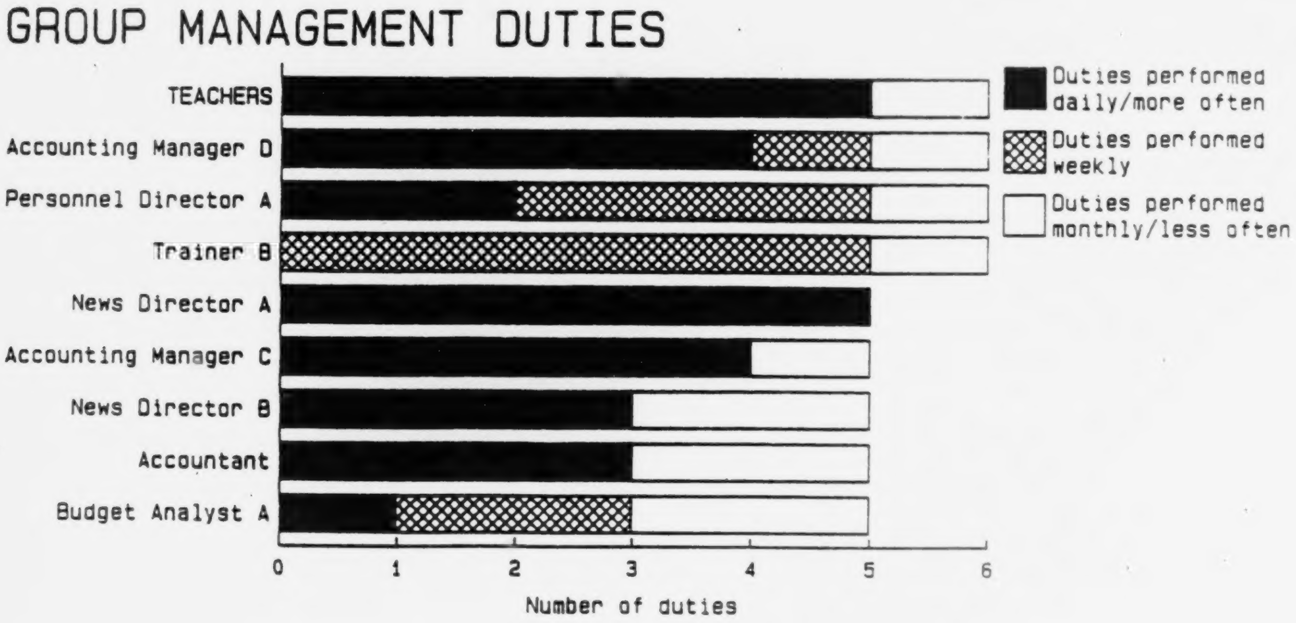
The planning activity of the employment consultants tends to be more routine than that of teachers, since they provide basically the same services to new clients on a repetitive basis. The planning activities of the accounting managers and budget analysts also tend to be rather routine, for essentially the same reason. The planning activities of teachers are closer, in this respect, to those of the managers of nonprofit organizations, the news directors, the personnel directors and the public information officer, whose jobs involve more problem-solving and less providing of standardized products or services.

Finally, the planning activity of teachers is largely unique (at least in comparison with the other persons interviewed) in that teachers are responsible for developing materials that they and their students will use when the time comes to "carry out" the plans they develop. As we will note in the next section of this report, many of the other persons interviewed use written and physical materials in carrying out their work, but seldom do they have to develop those materials themselves.

The group management responsibilities of teachers are also similar, in terms of our statistics, to those of several of the persons interviewed for this study (Chart 3C). Teachers assign work, communicate expectations, observe and take action to keep students "on task", adjust group and individual work plans while "work" (that is, class) is in progress, and administer discipline (or refer students to others for discipline) on a daily basis. Of the six group management duties tabulated in the chart below, the only one that a majority of teachers do not perform on a daily basis is supervising student teachers: a responsibility that roughly two-fifths of teachers perform on a regular basis. (For purposes of comparison with other jobs, we have classified student teachers as "team leaders [or] other [subordinate supervisors] who direct the work of others.")

Not surprisingly, all of the managers interviewed for this study reported that they perform all or most of those same responsibilities. The reason more managers are not listed in Chart 3C is that, except for making work assignments, very few of them report that they perform those responsibilities -- in the sense of taking action to perform them -- on even a weekly basis.

CHART 3C



Indeed, even the statistics for those who are listed in that chart are somewhat misleading. A majority of teachers report that they make "mid-stream" adjustments in their plans, keep students "on task", communicate expectations, and discipline students on an hourly basis -- and close to a majority assign work that frequently -- whereas only the two news directors exercise any of those responsibilities that often.[10] None of the persons interviewed administers discipline on a daily basis, and only one of the twenty-five (an accounting manager) even does so weekly. On the other hand, all of the persons listed above (except the majority of teachers) exercise at least some supervisory authority over subordinate supervisors or team leaders.

All of these observations indicate that the group-management responsibilities of teachers are much more intense -- they require teachers to be more directive and take more actions, more often -- than those of many managers. We cannot conclude that those responsibilities are more intense than those of "most" managers, because we have no basis for asserting that the jobs of those we interviewed are necessarily representative of all managerial jobs. In fact, in several respects they clearly are not. In order to identify jobs that might have parallels with teaching, we specifically looked for jobs that might roughly duplicate (among other things) the instructional, planning, and diagnostic and counseling activities of teachers. All of those features tended to steer us toward white-collar, professional or technical job settings, in which direction of employees is less likely to take the form of direct supervision and more likely to be characterized by the specification of objectives or the prescription of general work routines that do not require the constant giving of orders.

It is nevertheless true that teaching places heavy group-management demands on those who stand at the front of a classroom. They must generally exercise close supervision over their "subordinates", even though -- and in part, perhaps, because -- they do not have many of the advantages of those in more "traditional" management and supervisory jobs. Teachers typically have responsibility for managing much larger groups than most supervisors; none of the persons we interviewed had direct supervisory responsibility for more than eight persons, although several had ultimate responsibility for as many as thirty, whom they directed through a hierarchy of subordinate supervisors. A teacher's students are less likely to have chosen to be where they are, are much less likely to have the option of leaving, are subject to fewer sanctions and are offered fewer

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[10] Both news directors assign work on an hourly or more frequent basis, and one of them makes "mid-stream" adjustments that often.

(extrinsic) rewards than the typical employee-subordinate. It hardly needs mentioning that a teacher's "subordinates" are typically less emotionally mature -- and more naturally rebellious -- than most of the employees that most managers supervise.

What does need mentioning -- because it is so often overlooked -- is that most managers rarely have to establish rules and procedures, communicate expectations or build a cohesive work group out of an entirely new group of persons all at once: teachers usually have to do so at least once a year, sometimes for several groups at once. In most situations, managers can count on employees who are already familiar with their supervisory styles and with established work routines to help socialize newcomers to a work group. Even when a manager him or herself is new to a job, he or she generally inherits a group of subordinates with some sense of cohesion and knowledge of work processes. Even when a new manager has been assigned to a work group to implement _changes_, he or she typically has the luxury of leaving some group features in tact. Teachers, however, are much less likely to have any of those advantages.

Given all these considerations, it is hardly surprising that the group management responsibilities of teaching would require such sustained and close attention, or that it would be so difficult to draw distinctions between a teacher's personal work plans and his or her plans for a class and for individual students. We will have more to say about these responsibilities in a moment.

The duties we had identified as "instruction", "planning", and "group management" proved to be useful for drawing parallels and contrasts with other jobs. Our remaining two categories -- what we labelled _diagnosis and counseling_ and _administrative responsibilities_ -- proved to be much less useful for these purposes.

On the next page, we present the comparative tables generated using these last two categories. The category, "Diagnosis and Counseling" (Chart 3D), covers reviewing the work of students (which a majority of teachers report they perform daily),developing tests, consulting specialists and other teachers about the particular needs of individual students, placing or adjusting placement of individual students at various levels of the curriculum, and counseling individual students (all of which they perform weekly or more often), and arranging for special support or help for individual students (performed weekly by roughly one-third of the teachers responding to our survey.)[11]

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[11] The survey item covering meetings with parents was thought to have no reasonable parallel with any of the "outside" jobs being studied, so it was not counted for purposes of

CHART 3D

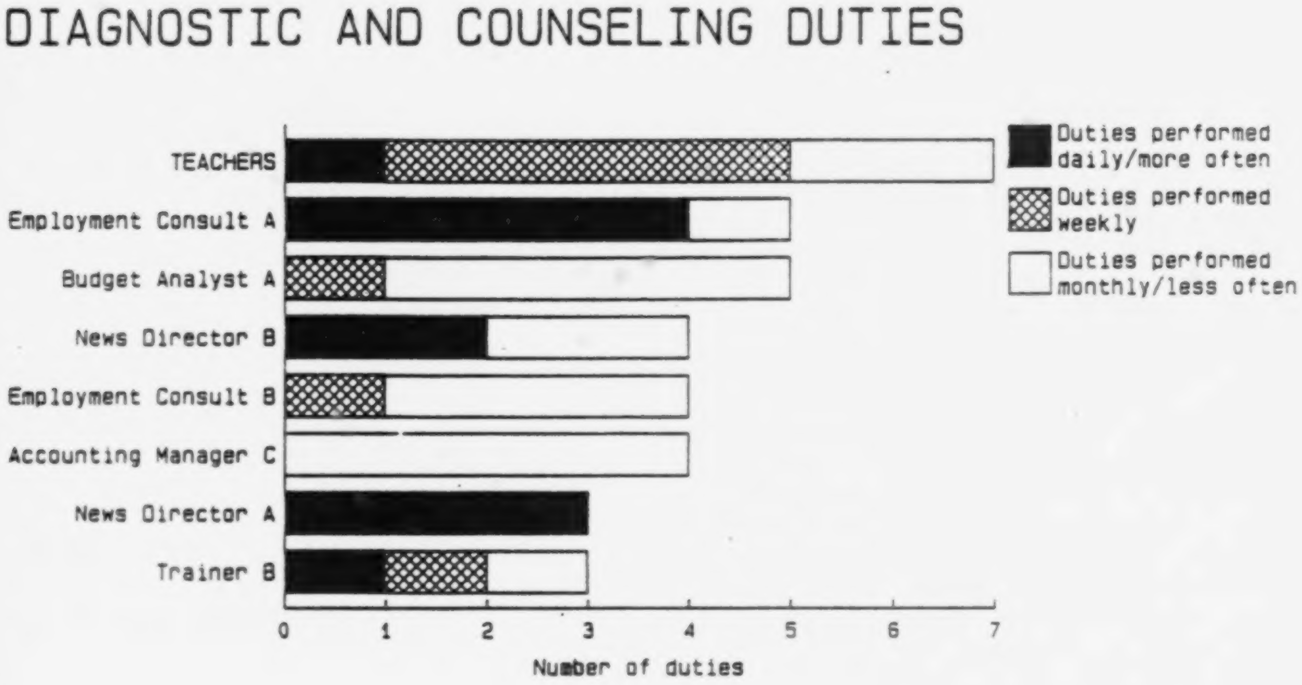
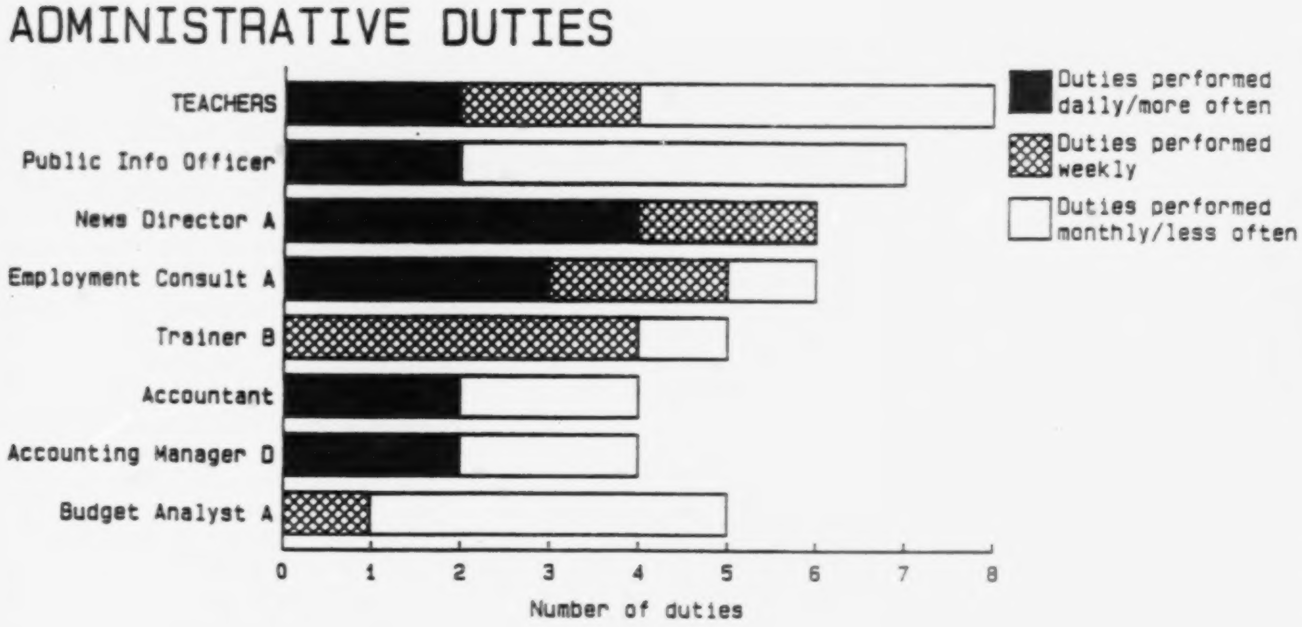

DIAGNOSTIC AND COUNSELING DUTIES

CHART 3E


ADMINISTRATIVE DUTIES

Part of the problem with using this category for job comparisons was due to confusion over how the item concerning tests was translated and interpreted by interviewers and the persons they interviewed.[12] However, the basic problem turned out to be one of lack of focus: the "diagnostic" activities that teachers perform (like testing, reviewing homework, and consulting specialists) often complement their "counseling" activities, but teachers analyze all sorts of data for other reasons (like evaluating overall class achievement and the success or failure of different instructional activities) as well. We needed a way of showing that diagnosis and counseling sometimes go together, without implying that they always go together.

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constructing the chart. The item covering the administration of standardized and specially-developed tests was also dropped, since some respondents interpreted "specially-developed" to include personally-developed (which is what we had intended) while others apparently did not make that association. (Two-thirds of the respondents reported that they personally developed tests on a weekly basis, but only one-third reported administering tests that frequently.

[12] Since teachers use and evaluate all sorts of data, we wanted to use the item to identify different types of data systems -- organizational performance data systems, like accounting, budgeting and inventory systems; individual work data systems, like performance evaluations; and other sorts of "tests" designed to pinpoint either organizational or personal problems, without confining attention to data on performance.

Indeed, it was partly because we anticipated finding significant differences between jobs that use standardized data systems to evaluate overall performance and personally-developed data systems designed for the identification and diagnosis of problems that we initially included accountants, budget analysts, a bookkeeper and a stock clerk (to represent the former) and non-profit managers, employment consultants and personnel directors (to perhaps represent the latter) among the jobs we would interview.

On the interview schedule, however, the item was translated as, "developing tests or other means for monitoring the work of others," which implied a much narrower focus than we intended. As a consequence, none of the persons we expected would respond to the item did so, except one non-profit manager and one employment consultant. As it happened, we still picked up some of the expected differences between the two kinds of occupations in the distinction between routine and problem-oriented planning, noted above.

The category, "Administrative Responsibilities" (Chart 3E), posed somewhat similar problems. It was meant to cover a variety of items involving contact with persons outside a teacher's immediate classroom, including reviewing and evaluating school or school district plans and policies, working on school or district committees, attending professional meetings and conferences, and ordering materials and supplies (all performed infrequently), responding to administrative requests for special information, and recording and reporting grades (performed weekly), and recording and reporting attendance, and discussing work with colleagues (both of which a majority of teachers perform daily).

Again, we had problems translating some teaching responsibilities into more generic duty statements,[13] but the main problem was one of focus: the category dealt with contacts with persons outside one's immediate classroom -- and we knew that the relative isolation of individual teachers from other members of the school was an often-cited feature of teaching that we would need to address -- but the category, as it stood, combined items with distinctly different "meanings".

Some items clearly involved policy-making and substantive discussions of important school issues; others were purely clerical or routinely administrative; still others might mean a variety of different things, depending upon the subject matter and kinds of interactions involved. A review of the persons who were credited with performing several duties under the category (see Chart 3E) confirmed that the category presented no coherent picture of either teaching or the jobs to which it might be compared.

It was not until after we began reviewing survey responses, had analyzed written responses to open-ended questions, had studied the information gathered by interviewers and had analyzed the comments of participants in our follow-up discussion that we recognized that the five categories we were using -- although similar to categories used by many educational researchers -- actually combine two different sets of considerations. That is, some of the categories basically refer to the purposes that teachers' actions are meant to serve: to the kinds of goals or outcomes they are expected (or intend) to pursue. Other categories focus more on the processes they engage in when performing their jobs.

---

[13] Conceptually, this category would also include survey items on attending faculty meetings, chairing school or district committees, monitoring student behavior outside one's classroom, and collecting money from students, but when drawing comparisons with other jobs the first two were thought to have no "generic" equivalents (other than serving on committees and discussing work with colleagues) and the third and fourth were thought to be so occupation-specific that no useful parallels with other jobs could be drawn at all.

Four kinds of purposes seemed to be present:

- Instruction (increasing the academic skills and achievement of students)
- Counseling (identifying and addressing the particular needs and problems of individual students, not necessarily in the context of formal counseling "sessions")
- Classroom management (organizing and maintaining a physical and interpersonal environment conducive to instruction and counseling)
- School management (performing responsibilities that are meant to contribute to the orderly and/or effective operation of the school as a whole)

Three general processes were present:

- Planning (including identifying problems, needs or objectives and deciding how to address them)
- Taking action ("carrying out" a plan)
- Evaluating (assessing the effects of some action or set of actions, the extent of progress toward some goal or objective, and the nature of any obstacles that might have impeded such progress)

Given the distinction between purposes and processes, it became possible to redraw the picture of teaching that our data was generating. It became relatively easy to indicate that some evaluative ("diagnostic") activities might serve a counseling purpose, while others might serve instructional, classroom management or school management purposes. It became possible to draw distinctions between school management responsibilities that merely involve the execution of plans or procedures established by others (i.e., "acting") and responsibilities that involve evaluating existing school policies and programs or planning new ones. It became possible, in short, to define a matrix of teaching responsibilities, representing the (possible) planning, acting and evaluating responsibilities of teachers in each of the four purpose-areas outlined above (see Table 1, below).

Table 1
RESPONSIBILITY MATRIX

Purposes	PLANNING	ACTING	EVALUATING
	Processes		
INSTRUCTION	Instructional Planning	Instructional Action	Instructional Evaluation
COUNSELING	Counseling Planning	Counseling Action	Counseling Evaluation
CLASSROOM MANAGEMENT	Class Management Planning	Class Management Action	Class Management Evaluation
SCHOOL MANAGEMENT	School Management Planning	School Management Action	School Management Evaluation

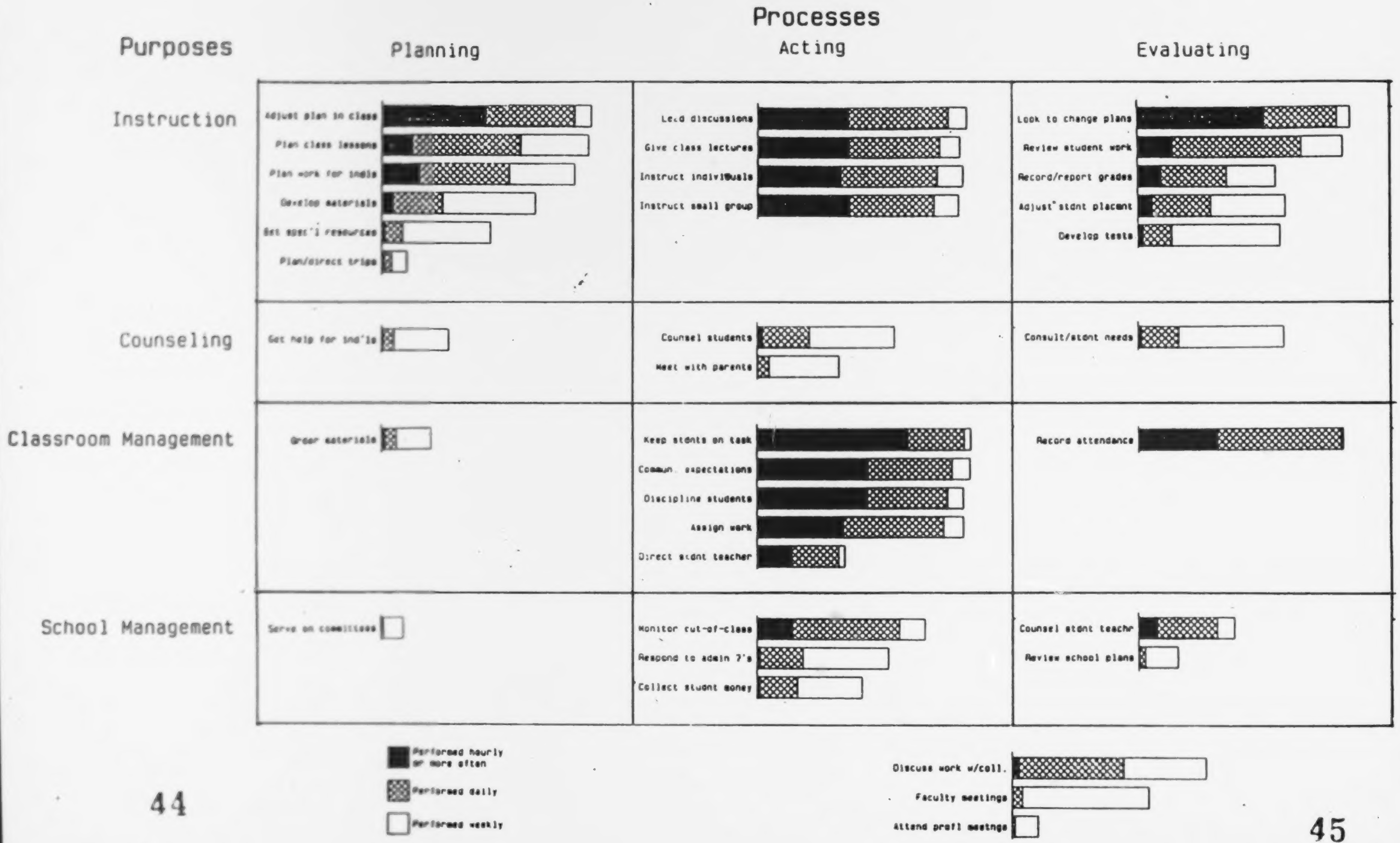
The twelve cells of this matrix help us identify possible areas of teaching responsibility. Whether teachers actually do perform many responsibilities in each and every area is an empirical question.

We decided to try to answer that question with data from our survey, by assigning the activity in each survey item to the matrix cell that most nearly reflects the purpose and process of that activity. Since we had not had such a matrix in mind when we constructed the survey, we recognized that we might have "lumped" several activities under a single survey item when in fact they belonged in different cells of the matrix. We also recognized that a filled-in matrix would not present a complete picture of teaching responsibilities, because some responsibilities (particularly those having to do with student counseling and parental contact) had been inadequately covered on the original survey. But we still wanted to know whether filling in such a matrix would tell us anything that our original lists and categories of responsibilities did not.

The picture presented in Chart 4 (next page) represents the results of these efforts. In three cases (discussing work with colleagues, attending faculty meetings, and attending professional meetings), the purpose or process reflected in a survey item was so uncertain that we decided not to assign those items to any cell. In most cases, however, the primary purpose and

CHART 4

Teaching Duties Vary by Purpose and Process



process of each item were relatively clear. The bars beside each survey item, representing the proportions of teachers who say they perform each activity hourly or more often, daily, or weekly, are taken from Chart 1.[14]

There are three features about the information in Chart 4 that merit special attention. Each is related to the "roles and functions" of teaching, and all are related to each other. The first deals with how much activity teaching involves. The second deals with the seeming lack of time devoted to counseling. The third deals with the isolated character of so much teaching activity.

1. Teaching as Acting

The most obvious feature about the information in Chart 4 is how much teaching activity is concentrated in the center column. Teaching is an intensely active profession. Although teachers are individually responsible for planning most of their own activities, and deal with large amounts of information that must be assimilated and analyzed, they do not have the luxury of spending large amounts of time in reflection, either in planning or evaluation. That point is underscored when it is noted that the most prominent items in the evaluating and planning columns represent activities that occur while class is in session -- observing class and individual behavior in order to identify needed changes in plans, and actually adjusting plans while in the midst of implementing them.

Several of the teachers in our group discussion commented on how important it is for a teacher to develop the capacity to think on one's feet. Those who had interviewed persons in "outside" jobs had been struck by how much more continuous action and spontaneous decision-making their own jobs required. Of all the "outside" jobs studied, only the job of television news director -- who has to make instant decisions and frequent changes, under the pressure of changing events and fixed newscast schedules -- was at all comparable to teaching on this score.

One of the teachers noted that, "It's difficult to keep all your plans straight," given the need to constantly revise them:

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[14] All bar-lengths in Chart 4 are to the same scale. We decided it would be too complicated to duplicate the percentage scales for the bar-lengths in Chart 4, but for reference purposes, the complete bars for the items "look to change plans" (under instruction/evaluation) and "keep students on task" (under classroom management/acting) both represent 99 percent of all survey respondents.

> One of the things that makes teaching complicated is that your decisions aren't made all at the same time. Some of your plans are annual, some are for the semester, some are monthly, weekly, daily. And a lot of planning is minute-by-minute. Discipline decisions are usually spur-of-the-moment; curriculum decisions are usually more long-term but even they keep changing.

Another teacher in our group discussion provided an example of _why_ adjusting plans would be important:

> It's good when you have the self-confidence to switch gears quickly. One day several of the kids in my [junior high school] English class got into a fight. I could have tried to stick with my previous lesson plan, but then I would have had to treat the incident as a major discipline problem and I probably would have lost the class. So I switched gears and started talking about synonyms for the word 'fight' and how different words had slightly different meanings, different feelings. We talked about which words best fit different students' feelings about the classroom fight. Sure, I didn't accomplish what I meant to accomplish in that session, but I did a good job. We had a good session on values clarification. And the next day I gave a quiz on synonyms and discovered that the concept had really sunk in.

How would we go about "placing" that teacher's decisions and actions within the responsibility matrix? Clearly, she was reevaluating her instructional plans and changing them while class was still in session. She was leading a class discussion that had, at least in part, an "instructional" purpose. She was also evaluating the situation from the perspective of classroom manager: she recognized that she would "lose" the class if she chose to treat the incident as an occasion for disciplinary action. She was formulating and then acting on a plan that allowed her to reassert personal control over the flow of classroom events.

As manager, the teacher drew other students into the discussion, thereby avoiding sending the message that being disruptive is the way to monopolize attention. As counselor, she structured a situation that allowed her to address the needs and concerns of those who were involved in the fight, without neglecting the feelings of those who were not involved: she used the different feelings of different students to help _all_ students appreciate the different values involved and to help _each_ student clarify his or her own. She was _taking advantage_ of a situation she didn't create and couldn't have planned for.

In terms of our matrix, that teacher was planning, acting and evaluating, as instructor, counselor and classroom manager, all at once. That does not mean that the matrix is a poor device for classifying different teaching responsibilities; it means that teachers themselves are under constant pressure to find ways of integrating their different responsibilities. Rarely can they afford themselves the luxury of selecting "an" objective or "a" purpose for a particular class session, and then planning, acting, and evaluating in the tidy, "logical" order that textbooks on decision-making might prescribe. They must pursue several different objectives at once, and find ways of adapting to situations without losing control of them.

2. Different Relationships with Students

These comments help us appreciate why teachers would not report that they devote large amounts of time to activities that are specifically and exclusively devoted to "counseling students" -- but why so many would object to the wording of a survey item that implies that counseling is confined to those occasions when a teacher sits down with an individual student and "counsels". Teaching, in most cases, occurs in a group setting. Most of a teacher's explicit planning and acting must necessarily focus on his or her objectives for a group of students, and must generally concentrate on instructional purposes. But a lot of individual conseling occurs within the context of pursuing instructional objectives in that group setting. As one teacher noted in a written comment, "The survey noted counseling in terms of scheduling, coordinating and conducting meetings with individual students ... frankly, my job entails continuous, on-the-spot modeling and intensive counseling of students."

But why is counseling such an important aspect of a teacher's responsibilities? One answer is that, while teaching occurs within a group setting, the students a teacher faces often do not lend themselves to being treated as "a" group. As one teacher pointed out, teachers must be "flexible enough and resourceful enough to 'reach' the large range of student interests and abilities. (The range within each class is incredible). ... I am hired as a teacher, yet do a lot of counseling functions."

Several of the teachers in our group discussion expanded upon these comments, in the process drawing telling contrasts between their own situations and the situations of the "outsiders" whom they had interviewed:

> When most of the people we interviewed deal with questions from the people they manage, the questions are almost always 'on task': they're about work, they're not diversions from work. But kids' questions can come from anywhere. When a first grader asks you,

> 'why do I poop?' or a tenth grader asks you how she can tell whether she's pregnant, you don't ignore the questions. They may not have anything to do with 'work', but you've got to answer them.

Another teacher added:

> The people we interviewed -- those with managerial responsibilities -- were supposed to stay as far away from their subordinates' private lives as possible. We don't have that luxury. If a child spends all day shivering because her parents don't have enough money to buy her a sweater, or if she can't see the blackboard because of poor eyesight, or if she's worried sick about whether she's pregnant or not, she isn't going to learn much math. So you spend time sending notes home to parents to collect used sweaters, you keep after parents to get their child glasses, and you make time to talk with the girl who's worried about maybe being pregnant. We take on those roles because we're not going to get any teaching done unless we do. ... Years ago, a lot of that was done in scouting or by the church, but not now.

Several other teachers in our discussion echoed those remarks, but some said they "took on" the role of counselor, while others said those roles were "dumped" on them. Asked whether those choices of words reflected different attitudes, one teacher said:

> No. We don't have any choice about taking on those roles. We can't get any teaching done unless we pay attention to the special needs of our students. That's what we mean when we say that they're 'dumped' on us. But no one tells us we have to get our kids sweaters or make sure so-and-so gets glasses. We have to look for those things and decide for ourselves when we need to do something special for a particular kid. So that's what we mean when we say we 'take on' those roles. It's not part of our formal responsibilities, but we can't get our formal work done unless we do it.

Another teacher agreed with this answer, but added that the counseling role isn't one that teachers attend to simply because they have to:

> It's also one of the parts of the job that makes you feel you can really make a difference in someone's life. I didn't get the sense that the managers we interviewed or the the people who had clients had many chances to have that feeling.

One of the features that distinguishes teaching from so many other jobs is that teachers have so many _different_ relationships with their students. In a sense, as instructors, their relationship is one of craftsperson to material; as counselors, it is one of professional to client; as managers, it is one of supervisor to subordinate. Teachers work over, with, for, and "on" their students, all at once. Keeping all of those roles and relationships straight, and yet finding ways of _combining_ them, is one of the most distinctive -- and demanding --aspects of teaching.

3. Teaching as an Isolated Activity

Most teachers spend most of their time with people, but they spend very little time with people outside their immediate classrooms. Of the sixteen duties or activities listed on our survey that teachers normally perform daily or more often, only two typically involve any contact with adults. One of those two activities is a routine administrative procedure (recording and reporting attendance) and the other is typically hurried and informal (discussing work with colleagues). Nearly half of the teachers responding to our survey (48 percent) report that they do not discuss work with colleagues on even a daily basis. One out of ten report that such conversations are more likely to occur monthly or less often rather than weekly.

Most of the remaining twenty responsibilities covered by our survey involve at least occasional contact with other adults, but of the nine performed on at least a weekly basis by at least half the teachers, only one *necessarily* requires a substantive discussion about work: consulting with specialists and colleagues to identify the special needs of indiviudal students. The others are generally routine and administrative (recording and reporting grades, and responding to administrative requests for information) or else involve substantive work discussions with others on only a haphazard basis (adjusting student placements, developing course materials, counseling students, developing tests, attending faculty meetings, and planning and arranging for special resources for classroom instruction.)

The other side of this same coin is that the two survey items that are most likely to involve participation in planning and evaluating school policies and programs -- reviewing and making recommendations on policies and programs, and serving on committees -- are two of the activities performed least often.

There are at least three different ways in which this relative isolation from other school system members affects the job of teaching:

First, it means that teachers -- in most schools -- have relatively little responsibility for substantive policy-making outside their immediate classrooms: the planning and evaluation "cells" in the school management row of our matrix exist in theory, but for most teachers, the only school management responsibilities that exist in fact are those that involve carrying out or executing decisions or procedures set by others.

Second, it means that teachers receive comparatively little direction from their administrative superiors. Although they sometimes complain about the "bureaucratic pressures" they work under, their specific complaints more often focus on administrative paperwork and chores they consider unnecessary distractions from their classroom efforts, and not on the extent to which administrators actually direct -- or try to direct -- what they do in the classroom. One of the reasons we have had trouble defining the responsibilities of teachers, then, is that individual teachers are left to define those responsibilities for themselves. As we will point out again in a later section, such an arrangement makes sense, to the extent that "responsibilities" are defined in terms of how teachers would go about doing their jobs. It also makes some sense -- but is much more problematical -- when "responsibilities" are defined in terms of the purposes or objectives that a teacher's classroom activities are meant to serve.

We will return to both of these points again, but before we do so, we need to address the third way in which a teacher's relative isolation from other school system members affects the job of teaching, namely, the limited extent to which other members of a school system serve as resources for the teacher in fulfilling his or her responsibilities. One of the sharpest contrasts between teaching and the other occupations we studied was the extent to which teachers must rely upon their own resources in carrying out their jobs. The resources of teaching are the subject of the section that follows.

THE RESOURCES OF TEACHING

> [We teachers] are creative in the resources we use; what resources you don't have, you make up. You invent them.
>
> Tucson teacher
> Written comment

Every job requires resources. Some job resources are intangible and personal to the individual, like knowledge and skills gained from college training, personal experience or training made available by an employer. Others are intangible and personal to others, like the expertise and effort of persons who can be called on for advice or direct assistance in carrying out particular responsibilities. Other resources are more concrete, like equipment and materials, and can be stored either in some central location or with the individuals who will actually use them. Information is an important resource in virtually any job, but the kinds of information and the ways in which they are generated, stored and retrieved vary widely from one job and employment setting to another.

This section addresses these and other kinds of resources, insofar as teachers use them in carrying out their jobs. As in our discussion of teaching responsibilities, we will make use of statistical data and written comments from our teacher survey, comparative information from our interviews with persons in other jobs, and comments from teachers who attended our group discussion in July 1985.

The first subsection below addresses the resources that teachers report that they use in the course of their work. The second subsection addresses the resources teachers need in order to be effective in their jobs and whether those resources are, in fact, available to them.

The Resources Teachers Use

One section of our teacher survey asked respondents to indicate how often, in general, they make use of eighteen different resources. Possible responses ranged from (a) hourly or more often, (b) daily, (c) weekly to (d) monthly or less often. Chart 5 (next two pages) summarizes the responses of those who indicated that they make weekly or more frequent use of each resource listed.

Eight resources were listed as being used weekly or more often by at least three-quarters of teachers (listed in order of percentage):

CHART 5

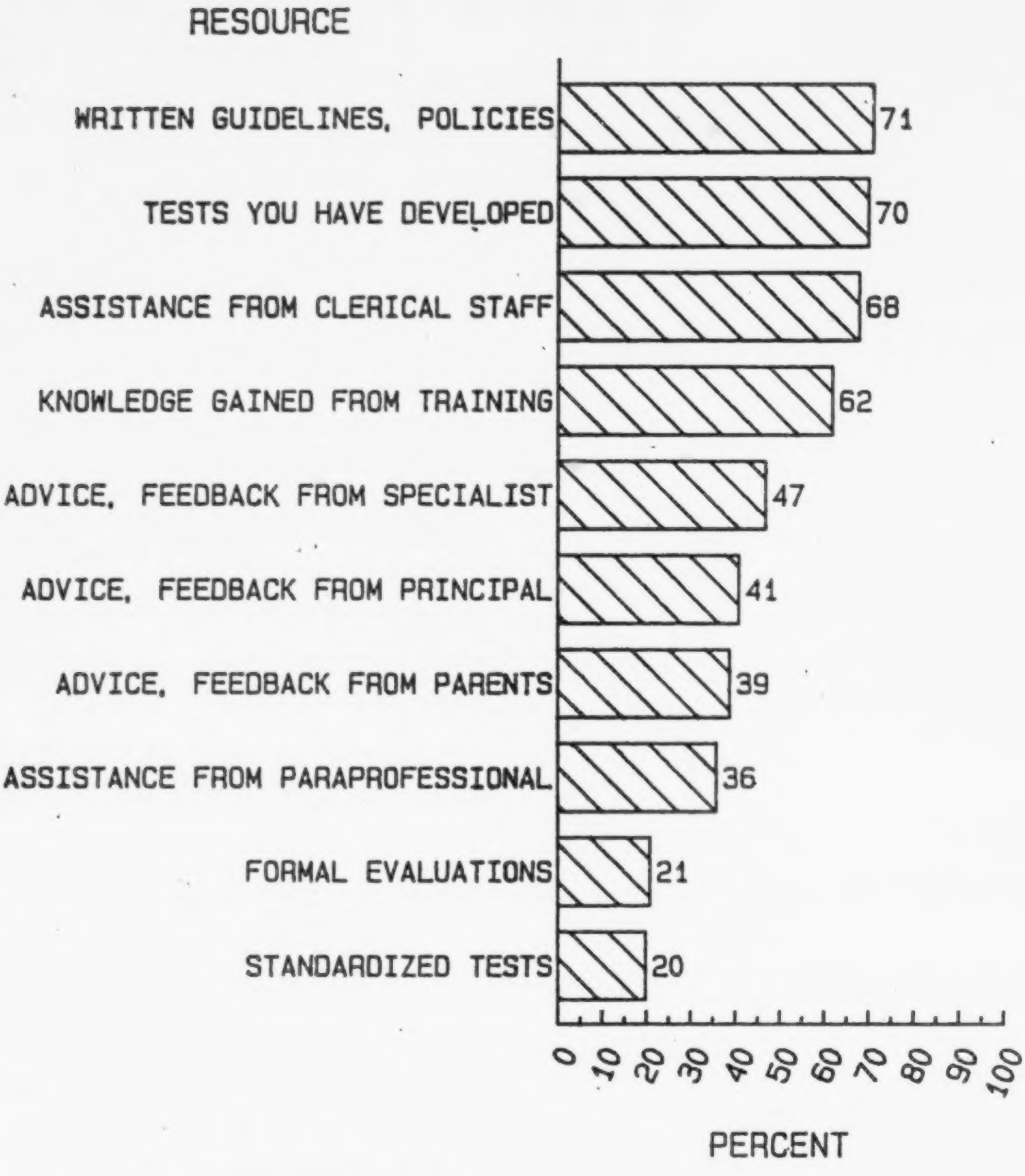
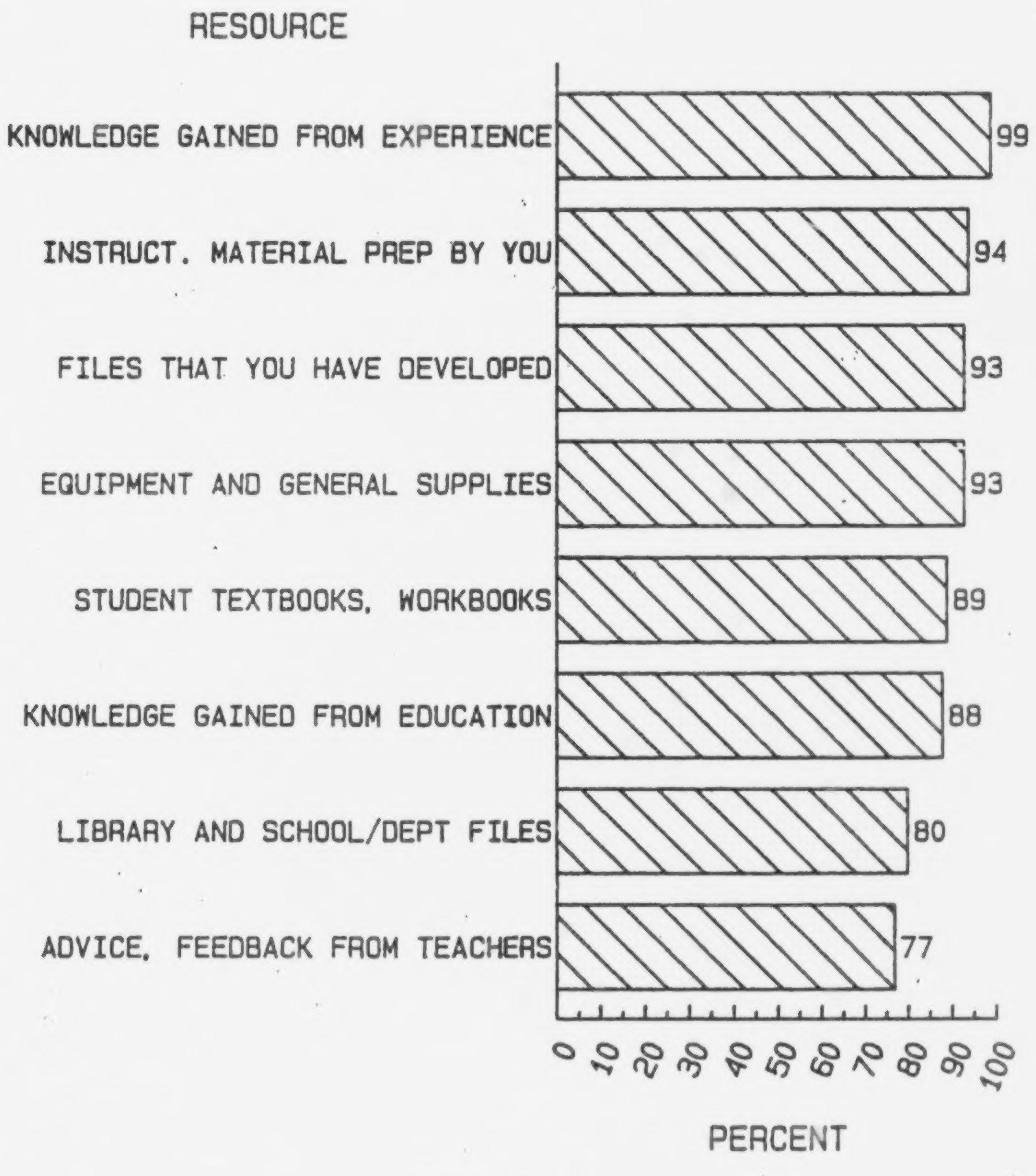

RESOURCE
WRITTEN GUIDELINES, POLICIES
71
TESTS YOU HAVE DEVELOPED
70
ASSISTANCE FROM CLERICAL STAFF
68
KNOWLEDGE GAINED FROM TRAINING
62
ADVICE, FEEDBACK FROM SPECIALIST
47
ADVICE, FEEDBACK FROM PRINCIPAL
41
ADVICE, FEEDBACK FROM PARENTS
39
ASSISTANCE FROM PARAPROFESSIONAL
36
FORMAL EVALUATIONS
21
STANDARDIZED TESTS
20
0
10
20
30
40
50
60
70
80
90
100
PERCENT

CHART 5

PERCENT OF RESPONDENTS INDICATING THAT THEY USE RESOURCE WEEKLY OR MORE OFTEN



o Personal knowledge or skills gained from direct experience as a teacher;

o Instructional materials prepared by the teacher him or herself, either independently or with other teachers;

o Files developed and maintained by the teacher;

o Equipment and general supplies;

o Student textbooks, workbooks, and other published instructional materials;

o Personal knowledge gained from college education and/or other study and research pursued on one's own;

o Library and school/departmental files; and

o Advice and feedback from other teachers.

Four other resources are used weekly or more often by more than half, but less than three-quarters, of the teachers surveyed:

o Written guidelines, policies or curricula;

o Tests that the teacher has personally developed, either independently or with other teachers;

o Assistance from a school's secretarial or clerical staff; and

o Knowledge or skills gained from inservice training, and other educational opportunities made available by the Tucson Unified School District.

The remaining six resources -- those used by less than half the respondents on a weekly basis, listed in order of percentage -- are:

o Advice, feedback and other help from staff specialists;

o Instructions, advice and feedback from one's principal and other administrators;

o Advice, feedback and other help from parents;

o Assistance from paraprofessional aides;

o Formal evaluations of the teacher's performance; and

o Standardized tests.

The most obvious feature about this list is how heavily teachers use the knowledge and skills they themselves have developed, and how much less they draw on the knowledge and skills of others. Only three-fourths of the teachers report that they make use of advice and feedback from other teachers on a weekly basis, and only slightly over one-third report that they do so on a daily basis. And "teachers" are the *most frequently* cited source of advice and feedback that respondents say they use, on either a weekly or daily basis. Only 14 percent report that they use advice and feedback from staff specialists on a daily basis, and only 13 percent use advice and feedback from principals or other administrators that often.

It should not surprise us that teachers, like most people, report that they make more frequent use of knowledge and skills gained from personal experience than any other resource. (Virtually all report that they do so on a daily basis.) But in the case of teachers, heavy reliance on personally-developed resources is not confined to that category. In *every* instance where two or more resources on our survey are similar in kind but different in source, teachers report heavier use of the resource they themselves develop:

- In terms of *personal knowledge and skills*, 96 percent make daily use of knowledge and skills gained from personal experience, whereas 75 percent use knowledge and skills gained from college and other study or personal research and 42 percent use knowledge and skills gained from TUSD inservice training that often.

- In terms of *files and filing systems*, 70 percent make use of personally-developed files, but only 29 percent use the school library and school/departmental files, on a daily basis.

- In terms of *tests and test data*, 70 percent make weekly use of personally-developed tests, whereas only 20 percent make weekly use of standardized tests.

- Only in the case of *instructional materials* is there not much disparity between personally-developed and standardized resources: 78 percent use instructional materials that they themselves have developed on a daily basis, while 74 percent make daily use of textbooks, workbooks and other published instructional materials. (As we will note again later, however, many more teachers report that their own instructional materials are much more *valuable* than the published materials that are available to them.)

In order to get some perspective on these findings, we prepared a set of comparisons between these teacher responses and information from our interviews with persons in "outside" jobs. Since our interview questions concerning job resources were more open-ended than those on job responsibilities,[15]: the percentage figures for teachers and interviewees reporting regular use of different resources are not directly comparable. (The latter figures are presented, for reference purposes, in the Exhibits section, beginning on p. 41.) What can be usefully compared are the relative positions of resources, based on the proportions of each group reporting that they make regular use of them.[16] The same two lists of resources are duplicated four times in Charts 6A-D below, with different resources highlighted in each chart to illustrate different points.

As these charts indicate, knowledge and skills gained from work experience is the resource most-often cited by teachers and by those we interviewed for this study, and formal performance evaluations are among the least-cited resources in both cases. Aside from those two items, the relative positions of comparable resources are dramatically different for the two groups.

Compared to the responses of interviewees, teachers report that they make heavier use of materials and written data, and are much less likely to turn to others for advice, guidance or help in performing their jobs. At least in relative terms, teachers make much less use of inservice training than those in outside jobs,[17] and (except for knowledge and skills derived from college education) rely much more heavily on resources that they develop on their own.

The extent to which teachers tend to rely on personal resources was also reflected in their responses to our open-ended question about resources that our survey may have overlooked. By far the largest category of comments (132) stressed the importance of time as a teaching resource; of these comments, 72 were from teachers who indicated that they spend large amounts of their own time grading papers, preparing lessons, and contact-

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[15] We did not provide interviewers with "generic" resource statements, nor did we ask them to record how frequently the persons they interviewed made use of each resource. Thus, we were only able to tabulate the percentage of interviewees reporting that they used a particular resource on a regular basis in their jobs.

[16] For teachers, the percentages reporting that they used a resource weekly or more often was interpreted to indicate "regular" use.

[17] Those who were interviewed cited inservice training as a source of knowledge and skills more often than they cited their college educations: a special testimony to the value of the training some employers provide, considering that all but two of the positions tend to be identified as professional or technical positions requiring some specialized training.

CHART 6A

Compared to those in other jobs, teachers make frequent use of materials and written data ...*

Teachers	Interviewed Employees
Work experience	Work experience
Self-developed materials	Inservice training
Self-developed files	College education
Equipment and supplies	Outsiders
Published texts/workbooks	Employer policies
College education	Colleagues
School files/library	**Equipment and supplies**
Colleagues	Staff specialists
Policies/guidelines	**Published materials**
Self-developed tests	Superiors
Clerical assistance	Clerical assistance
Inservice training	Subordinates
Staff specialists	**Employer files/library**
Administrators	**Employer performance data**
Parents	**Self-developed materials**
Paraprofessional aides	**Self-developed files**
Formal performance evalns	**Self-developed perf. data**
Standardized test data	Formal performance evalns

CHART 6B

... and make less frequent use of advice, guidance or help from others

Teachers	Interviewed Employees
Work experience	Work experience
Self-developed materials	Inservice training
Self-developed files	College education
Equipment and supplies	**Outsiders**
Published texts/workbooks	**Employer policies**
College education	**Colleagues**
School files/library	Equipment and supplies
Colleagues	**Staff specialists**
Policies/guidelines	Published materials
Self-developed tests	**Superiors**
Clerical assistance	**Clerical assistance**
Inservice training	**Subordinates**
Staff specialists	Employer files/library
Administrators	Employer performance data
Parents	Self-developed materials
Paraprofessional aides	Self-developed files
Formal performance evalns	Self-developed perf. data
Standardized test data	**Formal performance evalns**

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* Resources used regularly, listed from those most frequently cited to those least frequently cited.

CHART 6C

Teachers rely less on employer training for the knowledge and skills they need ...

Teachers	Interviewed Employees
Work experience	**Work experience**
Self-develed materials	**Inservice training**
Self-developed files	**College education**
Equipment and supplies	Outsiders
Published texts/workbooks	Employer policies
College education	Colleagues
School files/library	Equipment and supplies
Colleagues	Staff specialists
Policies/guidelines	Published materials
Self-developed tests	Superiors
Clerical assistance	Clerical assistance
Inservice training	Subordinates
Staff specialists	Employer files/library
Administrators	Employer performance data
Parents	Self-developed materials
Paraprofessionals	Self-developed files
Formal performance evalns	Self-developed perf. data
Standardized test data	Formal performance evalns

CHART 6D

... and rely more heavily on resources they develop on their own

Teachers	Interviewed Employees
Work experience	**Work experience**
Self-developed materials	Inservice training
Self-developed files	**College education**
Equipment and supplies	Outsiders
Published texts/workbooks	Employer policies
College education	Colleagues
School files/library	Equipment and supplies
Colleagues	Staff specialists
Policies/guidelines	Published materials
Self-developed tests	Superiors
Clerical assistance	Clerical assistance
Inservice training	Subordinates
Staff specialists	Employer files/library
Administrators	Employer performance data
Parents	**Self-developed materials**
Paraprofessional aides	**Self-developed files**
Formal performance evalns	**Self-developed perf. data**
Standardized test data	Formal performance evalns

ing parents who are unavailable during normal school hours. (The faculty members of one school polled themselves and reported that hours spent at home on teaching-related responsibilities constitute between ten and twenty-five percent of all time spent on teaching.)

The second largest category of comments (69) stressed the importance of community resources, such as individuals, libraries, museums, media representatives, social agencies and university departments, that teachers turn to for speakers, research materials, field trips and the loan of specialized equipment. Several survey respondents emphasized that they had developed personal "networks" of community contacts to serve these purposes.

A third category (30 comments) emphasized the need for money for the purchase of special equipment and supplies. All but one of these comments noted that the school district does not make sufficient money available, and nearly half indicated that they spend sometimes-large amounts of their own money for such purposes.

All of these observations corroborate the conclusion we drew earlier from information on responsibilities: teaching is a remarkably independent or isolated occupation. Most teachers make frequent use of the material resources that a school system provides -- equipment, supplies and published instructional materials -- but their contact with people (other than their own students) is limited. To a large degree, teachers not only are individually responsible for deciding what they will do and how they will do it, but also for developing many of the resources they will use in performing their jobs.

The Resources Teachers Need

When we were designing the teacher survey, it did not occur to us that we would need to draw a distinction between the resources that teachers use and the resources they need. When personnel specialists and job analysts prepare job descriptions, they include information about the types of resources that a person uses in performing that job, but they take it for granted that resources that are needed are, in fact, available.

Large numbers of teachers, in their responses to our open-ended questions, indicate that that assumption cannot be taken for granted when describing the job of teaching. The lack of resources, and the inadequate quality of some resources that are available, was a theme that ran throughout the comments, even though the specific resources discussed varied.

Since our closed-ended questions did not ask all teachers to comment on the availability or quality of resources, we have no statistics to document the extent or precise nature of such problems. However, in addition to asking teachers how often they use particular resources, we did ask them to comment on how valuable each resources was to them in performing their jobs, and those numbers do provide some indications of where particular problems might lie (see Chart 7, next two pages).

The order in which teachers list the value of resources is roughly the same as the order in which they report frequency of use. In fact, the percentages reporting that they use a resource weekly or more often are, in most cases, very close to the percentages that indicate that that resource is "extremely" or "very valuable". From the information available, we cannot be certain that the same persons who indicate regular use of a resource also indicate that that resource is particularly valuable, but there are indications that that is generally the case.[18] It is possible, of course, that teachers avoid using some resources because their quality is poor or their quantity inadequate, but it would be more troubling if resources that teachers use frequently were ones they do not find particularly valuable.

With the exception of four resources, that does not seem to be the case. For three resources (school library and files, clerical assistance, and knowledge from inservice training), the percentage of teachers reporting regular (weekly or more frequent) use of that resource is between fifteen and twenty percentage points higher than the proportion reporting that resource to be particularly (extremely or very) valuable. For the fourth resource -- written guidelines, policies and curricula -- the disparity is a much more substantial 37 points: 71 percent indicate that they use guidelines, policies or curricula weekly or more often, but only 34 percent indicate that those resources are extremely or very valuable.

Of all the resources listed on our survey, these four are among the few that teachers cannot avoid using. Teachers can develop their own materials or tests, when standardized products do not serve their purposes. They can turn to principals, specialists and colleagues for guidance and advice when they expect them to be helpful, and can try to avoid them when that expectation is unjustified. If formal performance evaluations do not provide useful feedback, they often can be ignored. But teachers do not have ready alternatives when they need clerical assistance or information from school files; they must try to observe policies and curricula, regardless of the quality of those policies or curricula or the adequacy of the

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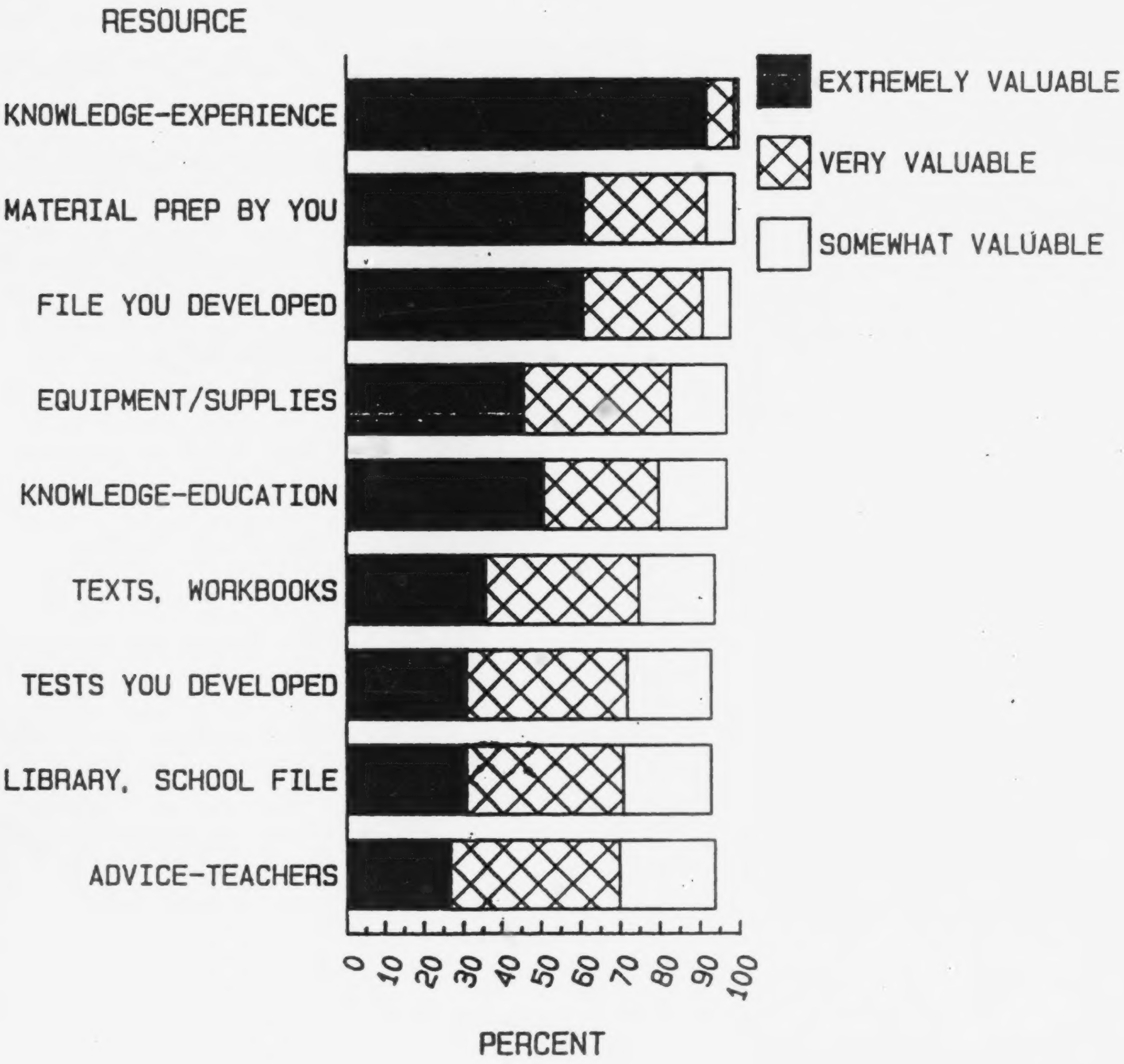
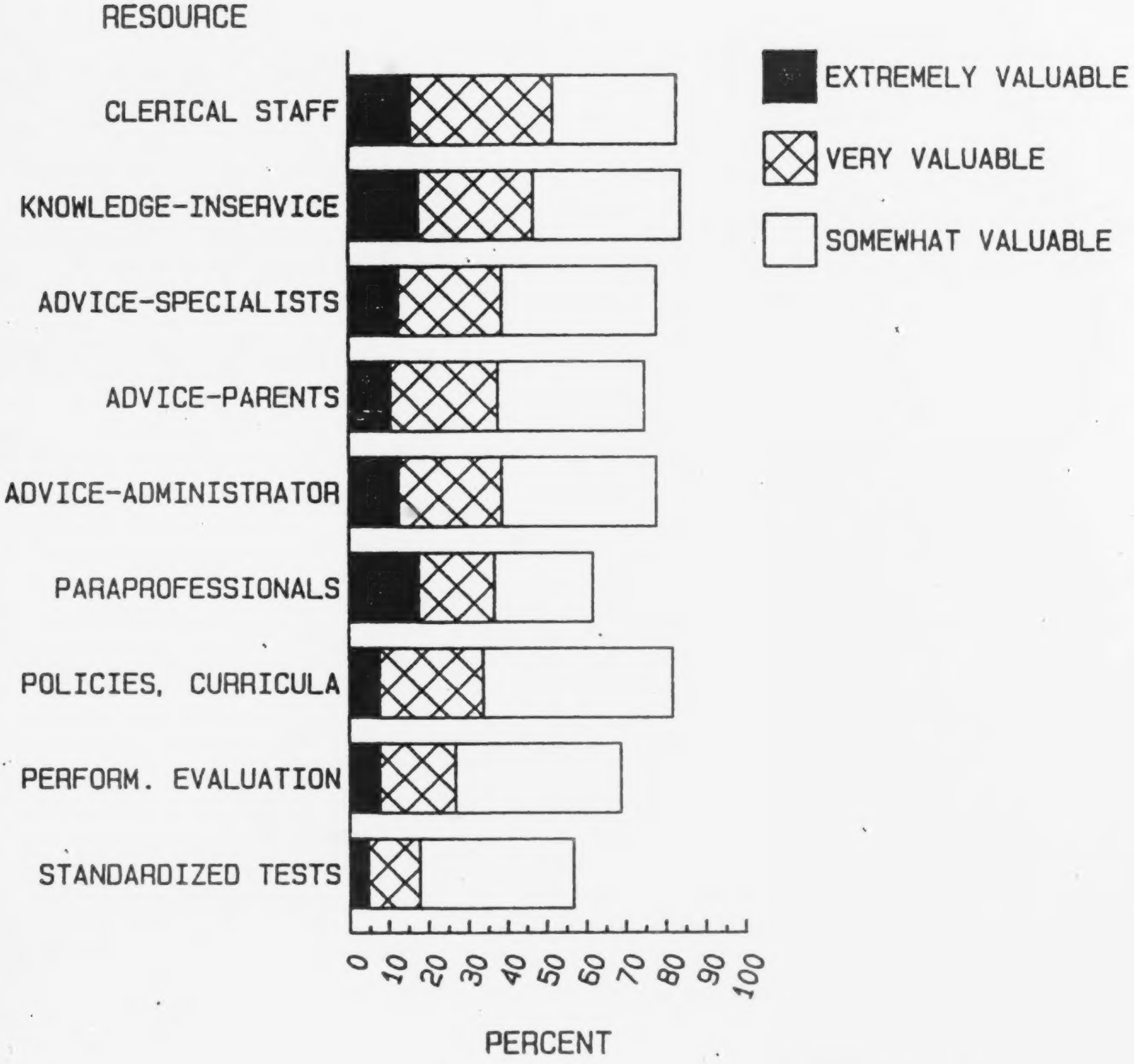
[18] When we analyzed differences among teachers in their reports of usage and value of resources (i.e., differences among elementary, junior high, senior high and "other" teachers), the same groups that tended to report more frequent usage also tended to report higher value. It is unlikely that those patterns would occur randomly on both the aggregate and sub-group levels.

CHART 7



PERCENT OF RESPONDENTS INDICATING RESOURCE IS VALUABLE

CHART 7


RESOURCE
CLERICAL STAFF
KNOWLEDGE-INSERVICE
ADVICE-SPECIALISTS
ADVICE-PARENTS
ADVICE-ADMINISTRATOR
PARAPROFESSIONALS
POLICIES, CURRICULA
PERFORM. EVALUATION
STANDARDIZED TESTS
EXTREMELY VALUABLE
VERY VALUABLE
SOMEWHAT VALUABLE
0
10
20
30
40
50
60
70
80
90
100
PERCENT

guidance and training available on how they are to be implemented.[19]

Both sets of statistics -- those that indicate close association between the reported use and perceived value of most resources, and those that indicate disparities in those numbers for certain "unavoidable" resources -- are consistent with the conclusion that teachers are eager for help but are prepared to be adaptable -- that they will seek out and make use of resources when they are available and valuable, but will rely on their own resources when they have to -- and are sensitive to situations that permit neither option.

These observations have special relevance when it comes to the relationships between teachers and administrators. Those teachers who participated in our group discussion reported vast differences in the quality of assistance available from different principals and administrators, and indicated that teachers' eagerness or reluctance to approach administrators for advice varies accordingly. One participant told a story to illustrate the point:

> In one school I was in, all teachers had to give the assistant principal their lesson plans for the following week on Fridays. If someone was going to give real feedback on the plans, teachers probably wouldn't mind; some of them would really appreciate it. But you know no one's going to spend their weekends reading lesson plans. They just make you fill them out to make you think you're being watched. One teacher, every week, wrote in in the middle of each lesson plan, "I'll buy you a steak dinner if you actually read this," and no one ever said anything to him.

Commenting on the negative comments that several discussion group members were making about performance evaluations -- and the relatively few teachers who reported such evaluations to be valuable on our survey -- one teacher commented:

> If evaluation were treated differently, we would think of it differently. Everyone wants to improve and would like feedback on how they could improve, but

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[19] Had we included time as a resource on the survey, it, too, undoubtedly would have fallen in the category of an essential resource largely controlled and allocated by others. For some duties, teachers can and do "make their own time" by working at home, but for those duties involving contact with students, teachers are heavily dependent upon others for the time they need. The reason time was not listed on the survey, of course, was that it was used as the measuring stick for studying all other resources (e.g., hourly, daily, weekly, etc.)

> that isn't how evaluations are treated here. They're used to play "gotcha!"

Another teacher offered a different kind of observation, indicating that dissatisfaction with evaluations is not confined to those that are negative or critical:

> I got a beautiful evaluation [from my principal] -- the comments were really glowing -- it was so beautiful it almost made me cry. The only problem was that she had never set foot in my classroom the entire year. She had no idea what I was doing.

Another participant provided what was probably the clearest illustration of how different supervisory styles can encourage or discourage communication:

> I could talk about problems with the principal I had last year, and I learned a lot from him. I could admit that I had really messed up on something and we could talk about how I might have handled the situation differently. But I'd never talk about problems with the principal I have this year. Within the hour, he would "write me up" and stick negative comments in my personnel folder.

Several discussion group members pointed out that, besides encouraging or discouraging communication between teachers and themselves, administrators can have a powerful influence on how much communication occurs among teachers. Some participants indicated that their principals go out of their way to encourage teachers to talk with each other and to rely on each other for help. Others indicated that their principals actively discourage any "talking behind their backs."

Discussion group members offered a variety of different illustrations of how communication among teachers can be valuable:

> Brainstorming with other teachers charges you. You feed on each other's ideas. You get excited about trying new things.
>
> It helps you maintain some perspective when you can talk with an adult. That's no small thing when you consider that teachers usually spend almost all of every day talking with children.
>
> It really does help when you can work together in teams. Something as simple as getting supplies from the office can be a real headache when you're by yourself; the same is much easier when you're working together.

Another teacher stressed the value of the knowledge that previous teachers have accumulated about one's current students: "[They can tell you] what sorts of problems different kids had and what sorts of approaches 'worked° with which kids." She called such knowledge a "decision-making resource."

Another teacher picked up on these comments, illustrating how lack of communication with other teachers deprived her of that resource and caused problems. A gym teacher who prides herself on being able to work well with "tough" kids, she reported that she had spent nearly an entire year "getting nowhere" with one student who was a constant discipline problem. Toward the end of the school year, she learned from some other teachers that the boy's father had left home when he was a child and that the boy had always had problems with female authority figures. She commented:

> There was no reason why he or I had to be put in that position. He could have been placed in the other gym teacher's class -- the other teacher is a male -- and neither of us would have had to spend the year locking horns. He needed a male authority figure and didn't need another woman giving him directions. I should have known about that boy's background, and if the teachers in my school were encouraged to spend more time talking about their different students' problems, I would have known about his background.

The same teacher said that her current building principal encourages precisely that kind of communication, and she added: "It's one of the things that makes my school such a good one."

All of these comments indicate what a mixed blessing it is that so many teachers spend so much of their time working on their own, without much direction, contact or assistance from others. Teachers develop resourcefulness, adaptability and a sense of personal initiative, in part because they have to in order to survive in (what one observer calls) the "cellular" structure that is typical of most schools.[20] The teacher who responded to our invitation to comment on teaching resources by noting simply, "I'm my own best resource," evidenced a pride and confidence that undoubtedly serve her -- and her students -- well.

But lack of contact with others can also deprive teachers of important information, and, more importantly, can deprive them of opportunities to step back from (what another observer calls) the "overpowering torrent of classroom interactions"[21] and gain some perspective on their own efforts. If those teachers who participated in our discussion group are typical of their colleagues, teachers who are proud of how much they have learned from personal experience are equally-aware of how much they could learn from each other's experience -- and from administrators who provide the time and support for such sharing to take place.

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[20] Dan C. Lortie, School Teacher: A Sociological Study. Chicago: University of Chicago Press, 1975.

These comments provide another occasion for drawing parallels and contrasts between teaching and the twelve types of jobs covered by our interviews. The incumbents of jobs that involved heavy amounts of problem-solving -- news directors, personnel directors and non-profit managers -- were those who placed the most emphasis on other people as resources: superiors, coworkers and subordinates. Interaction with other people is critical in most non-routine jobs -- jobs in which performance involves diagnosis of problems and creation of solutions. In jobs that are more routinized -- that involve the production and delivery of some standardized product or service, according to already-prescribed steps -- incumbents are much more likely to have need of training and guidelines that clarify those steps and equipment, materials and (sometimes) technical specialists to carry them out. In our study, that was the case for trainers, budget analysts, and (to some extent) the accounting managers and electrical engineer.

The job of teaching involves the technical execution of some prescribed tasks -- and physical resources and clear guidelines are needed for their performance. But in most respects teaching falls closer to those jobs that require creativity and problem-solving. As close as these latter jobs might be to teaching in terms of responsibilities, they stand in stark contrast to teaching in the close working relationships they provide with other members of the organization.

In fact, in a broader sense, virtually all of the jobs we studied stand in sharp contrast to teaching in terms of resource availability: only a few of those we interviewed indicated that they had any real problems with job resources. Several indicated that if a lack of resources were to develop, their responsibilities would be adjusted to bring the two into balance. Even when those we interviewed cited "lack of time" as a problem (which six of them did) it was lack of time to accomplish what a person would have liked to accomplish that was generally noted, not lack of time to do what the incumbent was expected to accomplish.

The only exception to this generalization were the television news directors, who indicated that lack of time -- and time pressures, generally -- were "critical" problems for them in performing their jobs. Although both news directors indicated satisfaction with all other resources, their problems with time represent one more close parallel between their jobs and that of teaching.

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[21] Philip W. Jackson, "Life in Classrooms," in Donald A. Erickson, ed. Educational Organization and Administration. Berkeley, California: McCutchan, 1977.

DIFFERENCES AMONG TEACHERS

Until this point, we have spoken of "teaching" and "teachers", without asking whether it is, in fact, appropriate to speak of teaching as a single job and teachers as members of a single occupation. We will address that question now, drawing upon additional data from our survey of teachers. Having analyzed the responses to our questions on responsibilties and resources in terms of aggregate percentages, we will reconsider those responses by examining the differences that exist among teachers at different school levels.

The survey responses of teachers were analyzed "by school level", by computing separate percentages for elementary school teachers, junior high/middle school teachers, senior high school teachers, and teachers who identified themselves as "other teachers", most of whom were "resource" or special education teachers with responsibility for children with special handicaps or needs but who have on-going responsibility for particular classrooms.

Of the thirty-seven responsibilities listed on our survey, there are non-trivial (i.e., more than a few percentage points) differences among teachers at different school levels on fifteen of those items, in terms of the proportions of teachers performing particular responsibilities daily or more often.[22]

Considering that elementary school teachers typically have on-going responsibility for a single group of students, it is not surprising that they report that they use a wider variety of teaching techniques on any given day. As a group, they lecture, instruct small groups and provide individual instruction more frequently than other groups of teachers, whose individual members are somewhat more likely to report that they rely on one or another of those techniques on any given day. There are virtually no differences between elementary school and other teachers, however, in the proportions leading daily class discussions or in the proportions who lecture, instruct small groups or instruct individuals on a weekly or more frequent basis.

Elementary school teachers are also somewhat more likely than junior and senior high school teachers to plan assignments or activities for individual students and to adjust placement of individual students at different curriculum levels; they are somewhat less likely to have to record and report grades and to respond to administrators' requests for information, and are much more likely to report that they collect money from students.

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[22] The charts summarizing the data in this subsection are included in the Exhibits, beginning on p. 9 .

Junior high school teachers are more likely than all other groups to report responsibility for monitoring students outside the classroom, and are more likely than either elementary or senior high teachers to spend time each day consulting specialists and colleagues about the needs of individual students. On a weekly basis, they are somewhat more likely than either of those groups to hold meetings with parents. As a group, they fall between elementary school teachers and senior high school teachers in the frequency with which they adjust placements of students at different curriculum levels and respond to administrative requests for information.

Of all four groups, senior high school teachers are the most likely to report that they spend time daily and weekly responding to administrative requests for information, and are less likely to spend time planning asisgnments for individuals, developing special instructional materials, disciplining students, adjusting the curriculum placement of individual students, meeting with parents and monitoring student behavior outside the classroom.

Given their responsibility for students with special needs, it is not surprising that those who identified themselves as other teachers are more likely than the other three groups to spend time each day planning assignments or activities for individual students, adjusting placements of students, consulting specialists and colleagues about the needs of particular students, getting special help for individual students, and meeting with parents. Nor is it surprising that they would be less likely than those in other groups to spend time developing tests. It should be noted, however, that these contrasts are all based on daily percentages. On a weekly basis, the percentages of these teachers reporting that they perform the foregoing responsibilities (except for getting special help for students and developing tests) are much closer to those for other groups.

These statements of differences, standing alone, might be interpreted to mean that it would be more appropriate to speak of "the job of elementary school teacher", "the job of junior high school teacher", etc., or even "the job of kindergarten teacher", "the job of high school science teacher", etc. In one important sense, it is entirely appropriate that such distinctions be emphasized. One of the basic reasons why "the job of teaching" cannot be reduced to a standardized set of procedures -- and be closely supervised -- is that the specific problems and situations that teacher face vary so widely and unpredictably.

Consider, for example, the following three illustrations offered by teachers in response to our survey question about how well the survey items "captured" their job as teacher:

> What other teachers besides kindergarten teachers work from 7:30 am to 6 pm either training volunteers or preparing materials? Everything in a kindergarten class is made by the teacher for double the number of students. I have 55 students NOW! Kindergarten teachers reset the class for the afternoon during their lunch time. Every day, I have 10 minutes for lunch before it is time to train the PM volunteers for work in centers.

And this comment from a science teacher:

> For science [lab classes] we have a desperate need for competent help in the management and maintenance of lab materials -- Many lab opportunities are missed because there simply is not time to do all the preparation and hunt up the equipment!

And this one from a special education teacher:

> The questionnaire "captures" the nature of my responsibilities as a teacher in general, but not as a special education teacher. The responsibilities go well beyond anything covered in teaching manuals or district job descriptions. We deal with health crises and behavior problems on a daily basis. Our students require constant supervision as they are often not capable of functioning safely. Many students require feeding, toileting, assist in dressing, grooming, and the tasks of daily life easily taken for granted by their "normal" peers. Specifically, we:
>
> 1. Deal with children who exhibit extremely self-abusive and/or violent behaviors.
> 2. Monitor health needs and intervene when crisis situations occur.
> 3. Supervise large groups of students who lack the mental maturity to utilize safety procedures at work and play.
> 4. Develop behavior programs to facilitate appropriate behaviors.
> 5. Attend to grooming and hygeine needs of individual students (change diapers, bathe students, wash hair, etc.)
> 6. Counsel parents who often have difficulty dealing with the needs of handicapped children.

Each of these teachers deals with special situations and problems that the others do not have to confront. Each needs special skills and special kinds of equipment and supplies. But the specific details still follow the same general patterns. Each is responsible for performing a wide variety of generally-comparable responsibilities, each uses a variety of different (but comparable) resources and confronts resource problems that are much the same, and each is largely responsible for seeing that all those responsibilities get performed and all those problems get resolved on his or her own.

Two general features of our data on differences among school levels help illustrate these points:

First, all of the above contrasts were established by examining each responsibility separately. When the relative positions of different responsibilities are compared across all responsibilties, there are very few differences among these four groups. That is, while the members of one group might perform one responsibility more or less often than the members of other groups -- and may perform that general responsibility in ways that are unique to a particular school level -- the members of all groups tend to perform the same general responsibilities in roughly the same order of frequency.

Second, there are virtually no differences among these groups in the proportions reporting that they:

- Lead daily class discussions
- Observe and direct students to keep them "on task"
- Observe student behavior to identify the need to change plans
- Make "mid-class" adjustments to plans
- Assign work to students
- Record student attendance
- Review student work
- Counsel students
- Direct and supervise student teachers
- Evaluate and counsel student teachers
- Plan and arrange for special resources for instructional purposes, or
- Perform several other duties that all teachers perform infrequently

The same kinds of conclusions are reached when the four groups are compared in terms of resources used. Although there are non-trivial differences in the frequency with which different groups make use of some resources, the same resources tend to be heavily, moderately or infrequently used by all groups.[23]

These observations allow us to recognize the many commonalities that the jobs of all teachers share, while appreciating that there are real differences in the specific situations that different teachers, at different levels of a school system, face. In fact, every teacher's job, in terms of specific responsibilities and resources, can be said to be unique. The same conclusion, for that matter, could be drawn for each of the two news directors, two trainers, four personnel directors, four accounting managers, and other groups of persons we interviewed for this study. But the specific differences, while sometimes more apparent because they are so specific, do not negate the conclusion that teaching is essentially a single occupation.

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[23] The only significant exceptions to this generalization are that "other teachers" tend to make much heavier use of paraprofessional aides and much less frequent use of published instructional materials than other teachers.

TEACHERS AS DECISION-MAKERS

> Teaching isn't just teachers giving kids information or help. It's important that they learn how to find answers for themselves. That's one reason why it's good for us to experiment and try new things, even if we fall on our faces sometimes. We're teaching them that learning is searching and sometimes searching means making mistakes.
>
> Tucson teacher
> Discussion group comment

The immediate purpose of this section is to reexamine the picture of teaching we have been developing by drawing farther away from it and introducing another, much broader set of comparisons between teaching and other jobs in the Tucson area. Our ultimate objective is to provide a summary of what this study tells us about the job of teaching.

A Broader Set of Comparisons

Our interviews with twenty-five persons in other jobs were useful for drawing parallels and contrasts with particular aspects of teaching, but since we selected particular jobs to illustrate particular parallels and contrasts -- and could only interview a limited number of persons -- we obviously cannot claim that those jobs are necessarily representative of "jobs in general".

In order to provide some sense of where teaching might "fit" in the broader family of jobs in the Tucson community, we have analyzed what is almost certainly the most comprehensive and (considering its breadth) most detailed source of information on Pima County jobs, namely, the 1984 Pima County Employer Wage Survey, prepared in the Fall of 1984 by the Arizona Department of Economic Security. The survey covers the jobs of 10,174 persons, in 70 different job categories.

In addition to wage information, the DES report includes paragraph-long descriptions of each of the seventy jobs surveyed. (Examples of these descriptions are provided in the Exhibits, beginning on p. 115) Using standard content analysis techniques, we identified twenty-two different general descriptors that serve to distinguish the seventy jobs in the survey. We then "scored" each of the seventy jobs in terms of whether each of the descriptors applied or did not apply to that job. Using data from our teacher survey on duties that a majority of teachers perform weekly or more often, we "scored" teaching as well.

The twenty-two descriptors (and how we "scored" teaching on each of them)[24] were the following:

- o Receives only general direction, rather than more direct supervision (yes)
- o Experience required for "full" performance (yes)
- o Identified as "professional" (yes)
- o Identified as "skilled" (yes)
- o College degree required (yes)
- o Special training required (yes)
- o Special license required (yes)
- o Responsible for the overall operation of a large facility (no)
- o Trains others (yes)
- o Supervises work of professionals (no)
- o Supervises work of others (not professionals) (yes)
- o Plans and schedules the work of others (yes)
- o Diagnoses problems and determines needs (yes)
- o Analyzes data (yes)
- o Coordinates work with others (yes)
- o Prepares reports (no)
- o Orders materials (no)
- o Files and records data (yes)
- o Identified as "clerical" (no)
- o Operates equipment (no)
- o Repairs equipment (no)
- o Identified as "routine" (no)

Having scored teaching and each of the other jobs in the DES survey on these 22 items, we used two different approaches to identify those jobs that were closest to teaching.

The first approach used an analytic technique called "searching for structure". The technique places survey responses in a "tree" format. The item that teachers have in common with the most survey respondents ("experience required") was placed at the "base" of the tree, together with the list of all jobs that have that feature in common. The item that teachers have in common with the largest number of those jobs ("skilled") was then identified, and the list of "comparable" jobs was reduced to reflect that item. Altogether, the procedure was repeated six times, at which point the "list" of comparable jobs was reduced to a single job.

---

[24] On a handful of items, our "scoring" of teaching might be subject to debate, but as we point out later, only nine of these items proved to be useful in drawing overall comparisons. We are confident that the survey data fully justifies the scores we assigned to teaching on those nine items.

After the fifth application of this technique, the list of jobs that were comparable to teaching had been reduced to the following:

- o Buyer
- o Personnel Analyst
- o Budget Analyst
- o Systems Analyst
- o Attorney (not self-employed)
- o Civil Engineer

Teachers, like all of the others on this list, need experience to perform their jobs, are skilled employees, are responsible for diagnosing problems and determining needed action, do not (as a regular function) operate equipment, and analyze and interpret data. (The paragraphs describing these six jobs are the ones provided as illustrations in the Exhibits on p. 115)

Of these six positions, the job that has the most features in common with teaching is that of the Civil Engineer, who supervises others, does not prepare reports as a regular function, and plans and schedules the work of others, in addition to the other features just noted.

The advantage of the "tree" approach is that it enables us to generate the most comparisons for the most jobs. It does not help us determine whether the items used to draw comparisons were necessarily the most important features, or whether there are groups of features that tend to characterize different types of jobs. To serve those purposes, we used statistical correlations to determine whether different types of features tend to "lump together", that is, whether the presence or absence of certain features tend to be associated with each other.

Two different groups of features were identified. One group, that we have labelled management/supervisory features, consisted of the following items (again with notations of how teaching was coded):

- o Works under general direction, as opposed to direct supervision (yes)
- o Responsible for the overall operation of a large facility (no)
- o Supervises professionals (no)
- o Supervises others (non-professionals) (yes)
- o Plans and schedules the work of others (yes)

Only three of the seventy jobs in the DES survey (Accounting Supervisor, Purchasing Director, and Electronic Data Processing Manager) have all five of those features, but jobs that have one of those features tend to have each of the others, and jobs that do not have one feature tend not to have the others as well.

The other group of features, that we have labelled professional/technical features, are the following:

- o Identified as "professional" (yes)
- o College degree required (yes)
- o Diagnoses problems and determines needed action (yes)
- o Analyzes and interprets data (yes)

Only four of the DES jobs include all four of those features (Personnel Analyst, Budget Analyst, Attorney and Civil Engineer) but, again, the presence or absence of those features tend to be associated.

The fact that the nine features listed above emerged as two different groups indicated that, in aggregate terms, the jobs on the DES survey tend to fall into either the managerial/supervisory category or the professional/technical category (or into neither) but not into both. Since teaching has a number of managerial/supervisory features and all of the professional/technical features, it was important to establish whether any other jobs in the survey did so as well.

For teaching and each of the 70 DES jobs, we assigned two overall scores, one indicating how many of the five managerial/supervisory features that job possessed and the other doing the same for the four professional/technical features. Chart 8 (next page) indicates the "placement" of all jobs possessing at least one of the nine features, using this scoring approach.

As the chart confirms, very few of the jobs covered by the DES survey combine professional or technical features and managerial or supervisory features as well. While teaching is similar, in terms of professional/technical features, to several positions -- including the six we had identified earlier with the "tree" approach -- it is, again, similar only to Civil Engineer in the combination of both kinds of features.

Although much less detailed than the job comparisons we were able to make using interview data, the comparisons we were able to make using the DES survey provide surer grounds for drawing conclusions about patterns of job features. Although similar to many different jobs, in many different respects, teaching is unlike most other jobs in that it combines features that are typically associated with different kinds of jobs.

Teachers as Decision-Makers

In an earlier section, we quoted a teacher who had written on his or her survey, "Teaching is more than the sum of its parts. ... [It] is a task that cannot be broken down to be analyzed." The logic of the approach we have followed in this report, by contrast, is that the parts of a job must be broken

Teaching is both a professional/technical job and a job with several managerial features, while most other jobs are one or the other:

Number of Professional/Technical Features	0	1	2	3	4	5
4	Personnel Analyst	Budget Analyst Attorney		Civil Engineer TEACHERS		
3	Public Info Off. Staff Nurse Buyer Pharmacist	Accountant Librarian Systems Analyst				Accounting Supervisor
2	Respiratory Ther. Medical Technol.	Computer Progr. Training Coord.	Physical Ther.	Safety Officer	EDP System Program. Mger	Purchasing Director
1	Refrig. Mechanic Accounting Clerk Auto Service Wrkr Radiological Tech. Computer Operator Drafting Techn. Automotive Mech.	EDP Anal/Progr. Plumber Commun. Technol.			Physical Plant Manager	
0	(34 jobs)	Cook Food Serv. Supvr Custodial Supvr	Office Supvr Stores Supvr		Data Entry Supvr Equip. Shop Supvr Computer Op. Mger	EDP Manager
	Number of Managerial/Supervisory Features					

Source: Survey of TUSD teachers and
Arizona Dept of Economic Security
1984 PIMA COUNTY EMPLOYER WAGE SURVEY

down before we can understand how they are put together. But the most important question, as that teacher indicates, is not what all the parts "look like", but recognizing and appreciating that someone, somehow, does have to "put them together".

We have approached the question of how teaching responsibilities and resources are "put together" from two different perspectives, one relying primarily on information about teaching and supplementary data on other kinds of jobs, the other relying primarily on information on other jobs with complementary data on teaching. In both instances, we searched for patterns and relationships in the data themselves, rather than impose any theory or rigid structure on the information in front of us. What is now important to recognize is that the two approaches have generated remarkably similar conclusions:

> Teaching involves the pursuit of different purposes (instructional, counseling, classroom management and school management purposes) using different processes (planning, acting and evaluating), with little direction from others. Severe time constraints and the group setting in which teachers operate do not often permit them the luxury of "taking off" one hat and "putting on" another. They are constantly under pressure, therefore, to find ways of integrating different purposes and processes, at the same time adapting to situations over which they have only limited control. The process of combining their different responsibilities, using different resources, itself represents the most demanding and difficult aspect of their jobs.

And again:

> Teaching requires the close supervision and direction of other people, under only general direction from others, and the performance of diagnostic and analytical functions requiring specialized, technical or professional, training. It is the combination of those two sets of features that represents the most distinctive feature of the job.

The most general conclusion, consistent with both of these summaries, is that teaching is fundamentally a process of decision-making. That "definition", in fact, is one being adopted by observers who have studied teaching from a variety of different points of view. One observer, for example, asserts that viewing teaching as a "chain of decision-making" is the "one statement that is true and universal, and can therefore serve as the base for understanding and description [of the activities of teachers.]"[25]: Other scholars, as we have already noted, have emphasized the intensity of the decision-making demands which classroom teaching imposes upon teachers, and have stressed the special skills that managing such intensity requires.[26]

One scholar, summarizing the work of several others, notes that there is growing agreement that:

> teaching practice is not merely technical and rule driven, and teachers are not simply passive recipients who carry research-based practice to the classrooms. Rather, professional teachers are reflective, that is, they connect knowledge to situations through processes of observation, understanding, analysis, interpretation, and decision making.[27]

These observations, while allowing for the possibility that different teaching situations might permit the teacher to be more or less certain about the decisions he or she "ought" to make, uniformly emphasize the discretion that teachers need in order to make the decisions that situations require of them. For example, Madeline Hunter, one of the most widely-respected scholars pursuing research on "effective teaching practices", argues that research such as hers can only "tell teachers what to consider before deciding what to do." "[N]o one," she argues, "can tell teachers what to do" because no one but teachers have direct knowledge of the situations or problems they are supposed to address.[28]

The situations teachers face vary widely and unpredictably, because their work involves intensive and extended interaction with large numbers of people (their students) and because the needs and abilities of their students vary widely and are constantly changing. Their decision-making is complicated by the fact that they have no one type of relationship with their students: students are their clients, their workers, and their "material".

The description of teaching presented in this report brought us to a conclusion that many others have reached: teaching should be thought of as a decision-making process requiring the exercise of discretion and judgment, in situations which rarely allow the application of routine solutions to clearly-identified problems. Teachers must be aware of and balance a variety of different purposes, using different processes and often-uncertain resources, in situations where any action is likely to have uncertain, unforeseen and sometimes unfortunate consequences -- but where action is nonetheless necessary.

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[25] Muska Mosston, Teaching: From Command to Discovery.

[26] See Jackson and Lortie, citations above.

[27] Doyle, p. 27.

[28] Madeline Hunter, "What's Wrong With Madeline Hunter?" Educational Leadership (February 1985), p. 57.

IMPLICATIONS

As we noted in the Introduction, the basic purpose of this study was to generate a description of teaching that reflects the understanding and insights of teachers themselves. That purpose has been accomplished, however imperfectly. How the description presented in these pages is used is beyond the scope of this paper, but there are two general areas of concern that deserve attention, based on what we have learned here. One area concerns the salaries of teachers, the other their relationships with administrators and colleagues.

The Salaries of Teaching

The information on teaching and other occupations presented in these pages leaves no doubt that teaching is a complex, demanding, highly responsible profession. We did not design this study to "prove" that the teachers of Tucson deserve high salaries, but that is certainly one of the implications of the information documented here.

What would constitute a "high" salary, of course, is open to many interpretations. One approach, too seldom employed in the setting of teacher salaries, would be to consider the salaries of other jobs that share characteristics similar to teaching. Now that those basic characteristics have been established, it would be possible for the TUSD and TEA to identify comparable jobs and make the appropriate salary comparisons.

The salary data presently available to us are only sufficient to illustrate the need for such an inquiry. Only two jobs that we have considered in the course of this study -- that of television news director and that of civil engineer -- are at all comparable to that of teachers in terms of underlying job characteristics, and we have only limited salary data on just one of them: the average salary of those civil engineers surveyed by the State of Arizona in the Fall of 1984 was $34,653. The average 1984-85 salary for all Tucson teachers was $27,248.

Average salary figures, however, tell only partial, sometimes-deceptive, stories, as we illustrate in a series of charts included in the Exhibits section (beginning on p. 103). The "average" Tucson teacher, in the Fall of 1984, had over ten years of teaching experience and graduate training beyond the master's degree. Beginning teachers, with no previous teaching experience and only a bachelor's degree, received $16,241: a salary well-below those of most other college graduates entering the job market and well-below the (average) salaries of every job with more than one of the nine professional/technical or managerial/supervisory features in the DES survey. Although the average TUSD salary is roughly comparable to those of some positions in the professional/technical category, the beginning salaries and career earnings of teachers are almost certainly much lower. The DES survey data does not allow us to establish such relationships, but it suggests that those issues deserve to be pursued.

Relationships With Administrators and Colleagues

One of the most prominent features about teaching is the extent to which individual teachers perform most of their responsibilities with minimal guidance, assistance or even contact from or with others. Based on the information presented in previous sections, it is clear that teachers need broad discretion in performing their jobs; they are the only ones with direct and sustained contact with the school district's "clients", and the needs and situations teachers are expected to address can only be evaluated by someone who has such contact. But as we learned from those persons we interviewed for this study, having discretion need not be equated with being isolated from other school system members.

Both from the standpoint of individual teachers and from the standpoint of those concerned about overall coordination of the district's educational program, the TUSD and TEA would be well-advised to consider ways of generating closer, more active cooperation among teachers and between teachers and administrators:

- To provide more opportunities for teachers to learn from each other;
- To provide even the most skillful teacher with opportunities to gain greater perspective on his or her classroom practice;
- To provide occasions for teachers to identify how they might use each other's knowledge and skills as resources;
- To provide opportunities for administrators and teachers to formulate clearer, more common understandings of the purposes and goals they are pursuing; and
- To provide teachers with opportunities to assume more responsibility for evaluating, planning and implementing school policies and programs that affect their performance as teachers.

FROM THE FRONT OF THE CLASSROOM

A STUDY OF THE WORK OF TEACHERS

EXHIBITS

Fort Lee, New Jersey   Albany, New York   Alexandria, Virginia

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FROM THE FRONT OF THE CLASSROOM

A STUDY OF THE WORK OF TEACHERS

EXHIBITS

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For:

The Tucson Education Association
The Arizona Education Association
The National Education Association

December 1985

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TUCSON (AZ) TEACHER JOB DESCRIPTION SURVEY

FEBRUARY 1985

A Service of NEA Research

This survey requests your response and reaction to some areas of concern to your local association. This questionnaire is a standard machine processable form adapted for your association's use. To dentify concerns of groups of teachers, it is necessary to collect some status information. First, indicate your group number, if assigned, in the boxes under GROUP NUMBER, then darken the corresponding numbered circles in each column. (SEE EXAMPLE) Next, darken the appropriate response circle for ach of the status questions listed below.

EXAMPLE			GROUP NUMBER		
1	0	9			
⓪	●	⓪	⓪	⓪	⓪
●	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	●	⑨	⑨	⑨

① ② ③ ④

The Tucson Education Association has developed a "generic" job description for a teacher in the Tucson Unified School District.

In Section I of this survey the Association wants your estimates of HOW OFTEN you perform the specific duties and responsibilities listed.

Section II asks you to rate the resources you need or find helpful in performing your work as a teacher.

Section III (see seperate yellow sheet) asks for your comments on and reactions to the survey.

① ② ③ ④

① ② ③ ④ ⑤

- What is your current working assignment?
  - ① Elementary teacher
  - ② Middle or junior high teacher
  - ③ Senior high teacher
  - ④ Other
- What is your association membership status?
  - ① Member
  - ② Nonmember
- What is your sex?
  - ① Male
  - ② Female

① ②

PLEASE RETURN THIS SURVEY TO YOUR FACULTY REPRESENTATIVE AS SOON AS POSSIBLE.

① ②

THANK YOU!

- What is your highest earned degree?
  - ① Bachelor's
  - ② Master's
  - ③ Doctor's
- How many total years of full-time teaching experience have you had?
  - ① 3 or less
  - ② 4 to 9
  - ③ 10 to 19
  - ④ 20 or more

SECTION I: Listed below are responsibilities typically performed by classroom teachers. In the column to the right, please darken the ONE letter that BEST describes *how frequently* you perform each responsibility:

A – Hourly (or more often)
B – Daily
C – Weekly
D – Monthly (or less often)

Indicate which answer *comes closest* to being accurate in your own situation.

- DO NOT STAPLE OR FOLD THIS FORM
- Use BLACK lead pencil only (Number 2 or softer).
- DO NOT use ink or a ballpoint pen.
- DO NOT make any STRAY MARKS on the survey.
- Cleanly ERASE any answers you wish to change.
- MAKE heavy black marks that fill the circle completely. FOR EXAMPLE: Ⓐ Ⓑ ● Ⓓ

STRUCTION ~~Ⓐ Ⓑ Ⓒ Ⓓ~~

Lecture to class as a whole for purpose of instruction Ⓐ Ⓑ Ⓒ Ⓓ

2. Lead demonstrations or class discussions Ⓐ Ⓑ Ⓒ Ⓓ

Instruct groups of students, using a variety of techniques, while other students work independently or in groups Ⓐ Ⓑ Ⓒ Ⓓ

Instruct or review work with individual students for purposes of instruction while other students work independently or in groups Ⓐ Ⓑ Ⓒ Ⓓ

Direct and supervise field trips and other out-of-class activities related to instruction Ⓐ Ⓑ Ⓒ Ⓓ

STRUCTIONAL PLANNING ~~Ⓐ Ⓑ Ⓒ Ⓓ~~

Develop course outlines and special instructional materials in accordance with TUSD curricula Ⓐ Ⓑ Ⓒ Ⓓ

Plan, develop, and schedule whole class and group lessons, activities, and assignments Ⓐ Ⓑ Ⓒ Ⓓ

Plan and arrange for special resources for classroom instruction, such as speakers, films, or equipment; coordinate arrangements for field trips and other out-of-class activities related to instruction Ⓐ Ⓑ Ⓒ Ⓓ

Plan activities and assignments for individual students, adjusting them to fit plans for class and groups Ⓐ Ⓑ Ⓒ Ⓓ

ASSROOM MANAGEMENT ~~Ⓐ Ⓑ Ⓒ Ⓓ~~

Assign in-class work and homework to individuals, groups, and class Ⓐ Ⓑ Ⓒ Ⓓ

Communicate expectations to students concerning instructional goals and objectives, quality and amount of work, and behavior and discipline Ⓐ Ⓑ Ⓒ Ⓓ

12. Observe class, group, and individual behavior and progress in order to identify needed changes in plans Ⓐ Ⓑ Ⓒ Ⓓ

13. Adjust class, group, or individual plans, as necessary, while class is in session Ⓐ Ⓑ Ⓒ Ⓓ

14. Observe and direct student behavior to facilitate time on task and to identify and avoid potential discipline problems Ⓐ Ⓑ Ⓒ Ⓓ

15. Administer in-class discipline and/or refer students to others for discipline, in accordance with policies Ⓐ Ⓑ Ⓒ Ⓓ

16. Direct and supervise the work of student teachers (when assigned to the classroom) Ⓐ Ⓑ Ⓒ Ⓓ

17. Evaluate and counsel student teachers concerning their work (when assigned to the classroom) Ⓐ Ⓑ Ⓒ Ⓓ

DIAGNOSIS AND COUNSELING ~~Ⓐ Ⓑ Ⓒ Ⓓ~~

18. Develop tests in accordance with TUSD curricula Ⓐ Ⓑ Ⓒ Ⓓ

19. Administer standardized or specially developed tests to class, groups, or individuals Ⓐ Ⓑ Ⓒ Ⓓ

20. Review tests, homework, and other student assignments, for purposes of identifying progress, problems, and special needs Ⓐ Ⓑ Ⓒ Ⓓ

21. Place and adjust placement of individual students at appropriate levels of curriculum Ⓐ Ⓑ Ⓒ Ⓓ

22. Consult with specialists and colleagues for purposes of identifying and analyzing special needs of particular students Ⓐ Ⓑ Ⓒ Ⓓ

23. Arrange with other school or district personnel for special support or placement for students with special needs Ⓐ Ⓑ Ⓒ Ⓓ

24. Schedule, coordinate, and conduct meetings with individual students for purposes of counseling Ⓐ Ⓑ Ⓒ Ⓓ

25. Schedule, coordinate, and conduct meetings with parents to discuss student progress, special needs or problems, and arrangements for special support or placement Ⓐ Ⓑ Ⓒ Ⓓ

SCHOOL SYSTEM RESPONSIBILITIES ☒ ☒ ☒ ☒

26. Evaluate TUSD or school plans, programs, and curricula, for purpose of communicating problems and personal recommendations for changes to appropriate persons Ⓐ Ⓑ Ⓒ Ⓓ

27. Serve as member of committee(s) to develop or revise plans, programs, curricula, or selection of textbooks Ⓐ Ⓑ Ⓒ Ⓓ

28. Chair committee(s) to develop plans, programs, curricula, or selection of textbooks Ⓐ Ⓑ Ⓒ Ⓓ

29. Attend faculty meetings Ⓐ Ⓑ Ⓒ Ⓓ

30. Attend professional meetings, conferences, training workshops Ⓐ Ⓑ Ⓒ Ⓓ

31. Discuss work with colleagues, for purposes of discussing subject matter, student needs, and each other's instructional plans and teaching techniques Ⓐ Ⓑ Ⓒ Ⓓ

32. Monitor and supervise student behavior outside of the classroom (halls, cafeteria, playgrounds, etc.) Ⓐ Ⓑ Ⓒ Ⓓ

33. Respond orally or in writing to special requests for information from administrators or other school officials Ⓐ Ⓑ Ⓒ Ⓓ

CLERICAL AND ADMINISTRATIVE ☒ ☒ ☒ ☒

34. Collect money from students for special projects, lunch, etc., and forward money to appropriate persons Ⓐ Ⓑ Ⓒ Ⓓ

35. Record student attendance and report attendance to appropriate persons Ⓐ Ⓑ Ⓒ Ⓓ

36. Record, maintain, and forward to appropriate persons records of grades, test results, and other evidence of student progress Ⓐ Ⓑ Ⓒ Ⓓ

37. Order instructional materials and supplies for regular classroom use Ⓐ Ⓑ Ⓒ Ⓓ

II. RESOURCES (HOW OFTEN)

To perform any job, a person needs resources. Listed below are general sorts of resources, or sources of resources, that you might need or find helpful in performing your work as a teacher. We are interested in *how often* you make use of each resource. Below, indicate whether you make use of that resource:

A – Hourly (or more often) C – Weekly
B – Daily D – Monthly (or less often)

☒ ☒ ☒ ☒
☒ ☒ ☒ ☒
☒ ☒ ☒ ☒
☒ ☒ ☒ ☒

a. Knowledge or skills gained from college education, other study and research pursued on your own Ⓐ Ⓑ Ⓒ Ⓓ

b. Knowledge or skills gained from inservice training, other educational opportunities made available by TUSD Ⓐ Ⓑ Ⓒ Ⓓ

c. Knowledge or skills gained from direct experience as a teacher Ⓐ Ⓑ Ⓒ Ⓓ

d. Written guidelines, policies or curricula Ⓐ Ⓑ Ⓒ Ⓓ

e. Formal evaluations of your performance Ⓐ Ⓑ Ⓒ Ⓓ

f. Instructions, advice and feedback from your principal and other administrators Ⓐ Ⓑ Ⓒ Ⓓ

g. Advice, feedback and other help from staff specialists Ⓐ Ⓑ Ⓒ Ⓓ

h. Advice, feedback and other help from other teachers Ⓐ Ⓑ Ⓒ Ⓓ

i. Advice, feedback and other help from parents Ⓐ Ⓑ Ⓒ Ⓓ

j. Assistance from paraprofessional aides Ⓐ Ⓑ Ⓒ Ⓓ

k. Assistance from secretarial or clerical staff Ⓐ Ⓑ Ⓒ Ⓓ

l. Student textbooks, workbooks, other published instructional materials Ⓐ Ⓑ Ⓒ Ⓓ

m. Instructional materials prepared by you, either independently or with other teachers Ⓐ Ⓑ Ⓒ Ⓓ

n. Standardized tests Ⓐ Ⓑ Ⓒ Ⓓ

o. Tests that you have developed, either independently or with other teachers Ⓐ Ⓑ Ⓒ Ⓓ

p. Equipment and general supplies Ⓐ Ⓑ Ⓒ Ⓓ

q. Library and school/departmental files Ⓐ Ⓑ Ⓒ Ⓓ

r. Files that you yourself develop and maintain Ⓐ Ⓑ Ⓒ Ⓓ

II. RESOURCES (HOW VALUABLE)

To perform any job, a person needs resources. Listed below are general sorts of resources, or sources of resources, that you might need or find helpful in performing your work as a teacher. We are interested in *how valuable* each resource is to your work when you do make use of it. Below, indicate whether that resource is:

A – Extremely valuable C – Somewhat valuable
B – Very valuable D – Not particularly/not at all valuable

☒ ☒ ☒ ☒
☒ ☒ ☒ ☒
☒ ☒ ☒ ☒
☒ ☒ ☒ ☒

a. Knowledge or skills gained from college education, other study and research pursued on your own Ⓐ Ⓑ Ⓒ Ⓓ

b. Knowledge or skills gained from inservice training, other educational opportunities made available by TUSD Ⓐ Ⓑ Ⓒ Ⓓ

c. Knowledge or skills gained from direct experience as a teacher Ⓐ Ⓑ Ⓒ Ⓓ

d. Written guidelines, policies or curricula Ⓐ Ⓑ Ⓒ Ⓓ

e. Formal evaluations of your performance Ⓐ Ⓑ Ⓒ Ⓓ

f. Instructions, advice and feedback from your principal and other administrators Ⓐ Ⓑ Ⓒ Ⓓ

g. Advice, feedback and other help from staff specialists Ⓐ Ⓑ Ⓒ Ⓓ

h. Advice, feedback and other help from other teachers Ⓐ Ⓑ Ⓒ Ⓓ

i. Advice, feedback and other help from parents Ⓐ Ⓑ Ⓒ Ⓓ

j. Assistance from paraprofessional aides Ⓐ Ⓑ Ⓒ Ⓓ

k. Assistance from secretarial or clerical staff Ⓐ Ⓑ Ⓒ Ⓓ

l. Student textbooks, workbooks, other published instructional materials Ⓐ Ⓑ Ⓒ Ⓓ

m. Instructional materials prepared by you, either independently or with other teachers Ⓐ Ⓑ Ⓒ Ⓓ

n. Standardized tests Ⓐ Ⓑ Ⓒ Ⓓ

o. Tests that you have developed, either independently or with other teachers Ⓐ Ⓑ Ⓒ Ⓓ

p. Equipment and general supplies Ⓐ Ⓑ Ⓒ Ⓓ

q. Library and school/departmental files Ⓐ Ⓑ Ⓒ Ⓓ

r. Files that you yourself develop and maintain Ⓐ Ⓑ Ⓒ Ⓓ

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TUCSON (AZ) TEACHER JOB DESCRIPTION SURVEY

FEBRUARY 1985

SECTION III: RESPONDENT COMMENTS

1. **What responsibilities, if any, do you consider particularly important to your job as teacher and are *not* covered in the attached questionnaire? Please list:**

2. What resources, if any, do you consider particularly important to your job as teacher and are *not* covered in the attached questionnaire? Please list:

3. In general, how well does the attached questionnaire "capture" the nature of your responsibilities and needed resources as a teacher?

_____ Extremely well
_____ Fairly well
_____ Not particularly well
_____ Not at all well

Comments:

(If you need more space for comments, write your answers on another sheet.)

TUCSON TEACHERS SURVEY ANALYSIS
FREQUENCY OF RESPONSIBILITIES

Responsibility	Weekly or more often					Daily or more often				
	All teachers	Elementary	Junior High	Senior High	Other	All Teachers	Elementary	Junior High	Senior High	Other
INSTRUCTION										
1. Lecture to class as a whole for purpose of instruction	94					85	93	82	71	70
2. Lead demonstrations or class discussions	97					89				
3. Instruct groups of students, using a variety of techniques, while other students work independently or in groups	94					82	96	64	62	80
4. Instruct or review work with individual students for purposes of instruction while other students work independently or in groups	96					84	97	72	69	76
5. Direct and supervise field trips and other out-of-class activities related to instruction	12	12	9	9	24	5				
INSTRUCTIONAL PLANNING										
6. Develop course outlines and special instructional materials in accordance with TUSD curricula	72	77	75	53	73	29	31	32	17	32
7. Plan, develop, and schedule whole class and group lessons, activities, and assignments	97					65				
8. Plan and arrange for special resources for classroom instruction, such as speakers, films, or equipment; coordinate arrangements for field trips and other out-of-class activities related to instruction	52					10				
9. Plan activities and assignments for individual students, adjusting them to fit plans for class and groups	90	96	85	78	94	60	67	51	42	83
CLASSROOM MANAGEMENT										
10. Assign in-class work and homework to individuals, groups, and class	96					87				
11. Communicate expectations to students concerning instructional goals and objectives, quality and amount of work, and behavior and discipline	99					91				
12. Observe class, group, and individual behavior and progress in order to identify needed changes in plans	99					93				
13. Adjust class, group, or individual plans, as necessary, while class is in session	98					91				
14. Observe and direct student behavior to facilitate time on task and to identify and avoid potential discipline problems	99					96				
15. Administer in-class discipline and/or refer students to others for discipline, in accordance with policies	96					89	92	91	74	85
16. Direct and supervise the work of student teachers (when assigned to the classroom)	41	46	30	41	27	38				
17. Evaluate and counsel student teachers concerning their work (when assigned to the classroom)	45					37				

Responsibility	Weekly or more often					Daily or more often				
	All Teachers	Elementary	Junior High	Senior High	Other	All Teachers	Elementary	Junior High	Senior High	Other
DIAGNOSIS AND COUNSELING										
18. Develop tests in accordance with TUSD curricula	66	65	75	72	29	16				
19. Administer standardized or specially developed tests to class, groups, or individuals	35	35	35	26	47	9	7	8	8	22
20. Review tests, homework, and other student assignments, for purposes of identifying progress, problems, and special needs	96					76				
21. Place and adjust placement of individual students at appropriate levels of curriculum	69	75	65	50	76	34	38	31	21	49
22. Consult with specialists and colleagues for purposes of identifying and analyzing special needs of particular students	68					19	16	27	14	32
23. Arrange with other school or district personnel for special support or placement for students with special needs	32	29	35	27	54	6	4	9	6	19
24. Schedule, coordinate, and conduct meetings with individual students for purposes of counseling	64					24				
25. Schedule, coordinate, and conduct meetings with parents to discuss student progress, special needs or problems, and arrangements for special support or placement	38	37	50	28	46	6	5	7	4	13
SCHOOL SYSTEM RESPONSIBILITIES										
26. Evaluate TUSD or school plans, programs, and curricula, for purpose of communicating problems and personal recommendations for changes to appropriate persons	19	17	19	17	26	3				
27. Serve as member of committee(s) to develop or revise plans, programs, curricula, or selection of textbooks	11					1				
28. Chair committee(s) to develop plans, programs, curricula, or selection of textbooks	5	3	8	5	13	4				
29. Attend faculty meetings	64	67	74	42	64	5				
30. Attend professional meetings, conferences, training workshops	12					2				
31. Discuss work with colleagues, for purposes of discussing subject matter, student needs, and each other's instructional plans and teaching techniques	90					52				
32. Monitor and supervise student behavior outside of the classroom (halls, cafeteria, playgrounds, etc.)	78	80	90	66	68	66	66	82	53	60
33. Respond orally or in writing to special requests for information from administrators or other school officials	4	53	72	78	58	22	13	29	39	20
CLERICAL AND ADMINISTRATIVE										
34. Collect money from students for special projects, lunch, etc., and forward money to appropriate persons	49	72	14	12	47	19	27	4	4	35
35. Record student attendance and report attendance to appropriate persons	96	96	100	100	75	94				
36. Record, maintain, and forward to appropriate persons records of grades, test results, and other evidence of student progress	64	57	76	75	58	42	36	51	53	34
37. Order instructional materials and supplies for regular classroom use	23					7				

* Where percentage figure is provided for "all teachers", but not for subgroups, the percentages for all subgroups were approximately the same.

SUMMARY OF OPEN-ENDED COMMENTS
RESPONSIBILITIES OVERLOOKED

- Nurturing/counseling (152)
- Parental contacts other than formal conferences (96)
- Extra duties (50)
- General paperwork (45)
- Community contacts, fundraising (35)
- Balancing group/individual instruction (38)
- Coordinating more-specific duties (13)

CONTENT ANALYSIS

OPEN-ENDED RESPONSES TO TEACHERS' SURVEY - JOB RESPONSIBILITIES

Special Ed'n or Resource Teacher	Notes time required	Notes own time used	Basic Tally		Responsibilities
8	3	5	38		Balancing, coordinating, adjusting instruction to meet different students' needs & abilities)
					Nurturing/counseling/ meeting students' personal needs:
5	4	7	86		(general)
11	3		28		(health & hygiene)
	1		11		(family problems)
18	2	1	27		(meeting needs of disabled/mainstreamed students)
	1		6		General safety of children
			10		Role model for students
	4		16	*	Student discipline
2			5		Meeting legal responsibilities

4			10	*	Student class/program placements, coordination between programs
1			14		Art, music, physical education
2			4		Traveling between different sites
6		1	18	*	Providing help to other teachers
5			18		Supervising student teachers, aides, paraprofessionals
1	1	5	11		Scholarship - research, writing, keeping up with current research

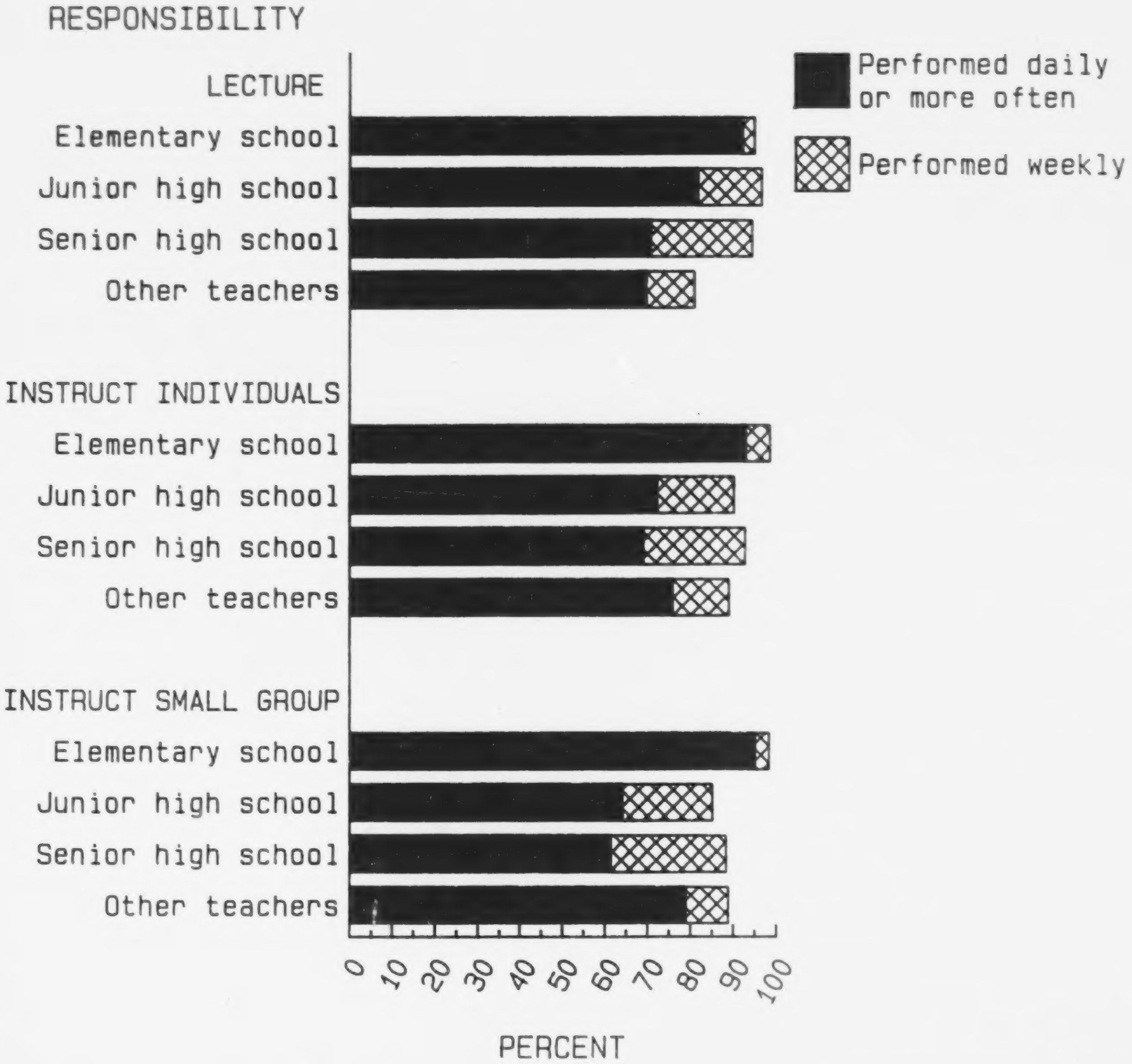
Special Ed'n or Resource Teacher	Notes time required	Notes own time used	Basic Tally		Responsibilities
	6	10	21	*	Grading papers, homework, etc.
10	9	6	45		General paperwork
	2		6		Clerical (e.g., xeroxing, typing)
1	2	2	11		Supply clerk (inventorying, ordering, dispensing materials & supplies)
	1		2		Developing & maintaining files
5	4	2	17	*	Developing materials: (general)
	2	1	8	*	(bilingual)
	5	3	31		Classroom/equipment maintenance, cleaning, decoration, arrangement
6	1		37		Parental contacts: (general)
3			18		(teach parenting skills)
1			4		(refer to social agencies)
	3	4	12		(notes, letters, phone calls)
1	1	3	8	*	(conferences)
2			12		(home visits)
1			5		(note & report signs of abuse)

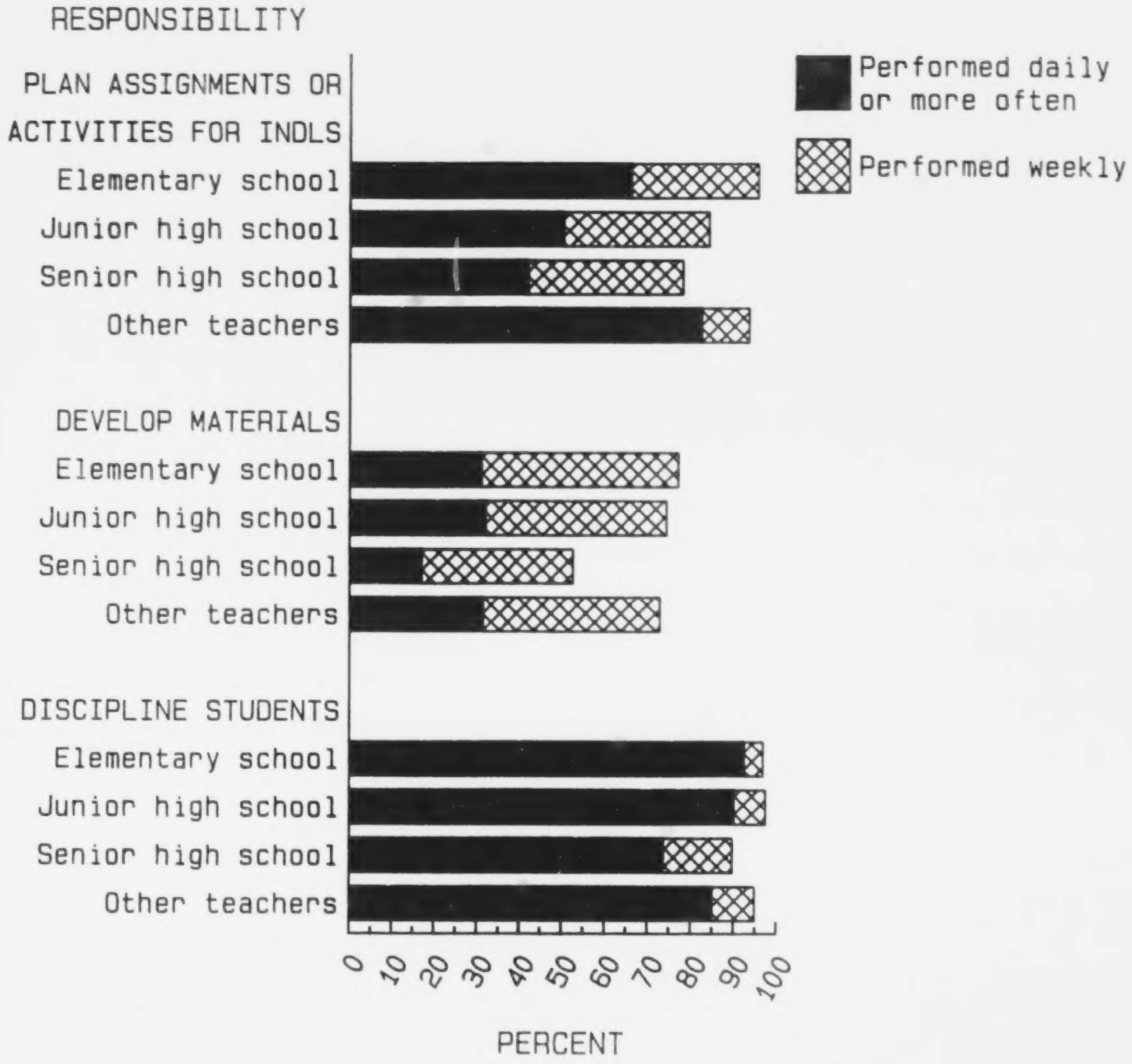
Special Ed'n or Resource Teacher	Notes time required	Notes own time used	Basic Tally	Responsibilities
4	3	4	25	Extra duties: (club advisor, Science Fair, For Love of Learning, Child Study Teams)
		1	7	(coaching)
	1		6 *	(supervision outside class)
1		4	12	(other or unspecified)
		1	12	Community contacts: (PTA, general public relations)
3	1	1	17	(establishing/maintaining contacts, getting community involved in schools)
1		1	6	Fund raising
			13	Coordinating/balancing all the more-specific responsibilities of teaching (time management, adjusting to resource constraints, juggling plans, etc.)
1		10	45 **	Miscellaneous

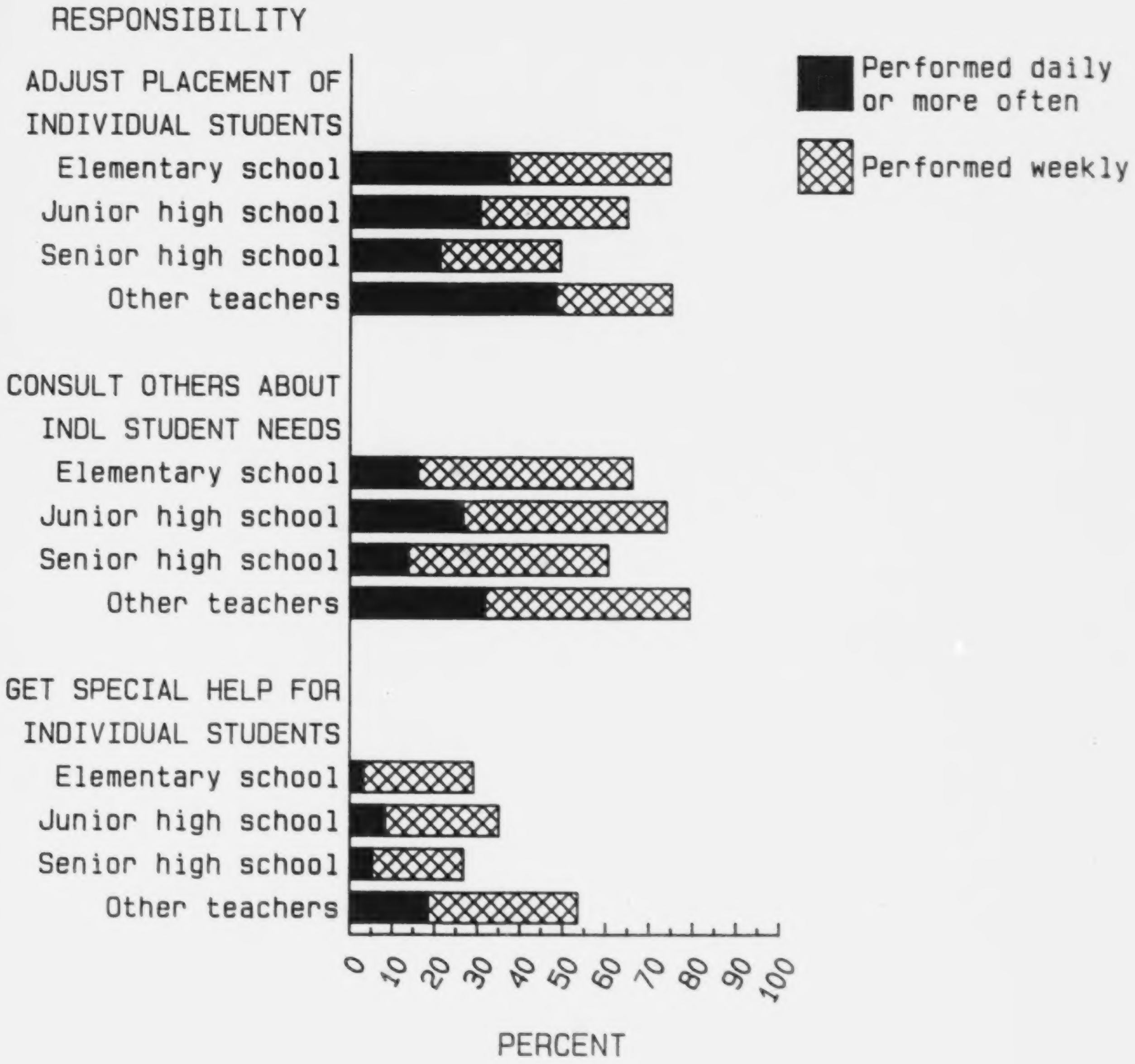
* Items marked were included on survey

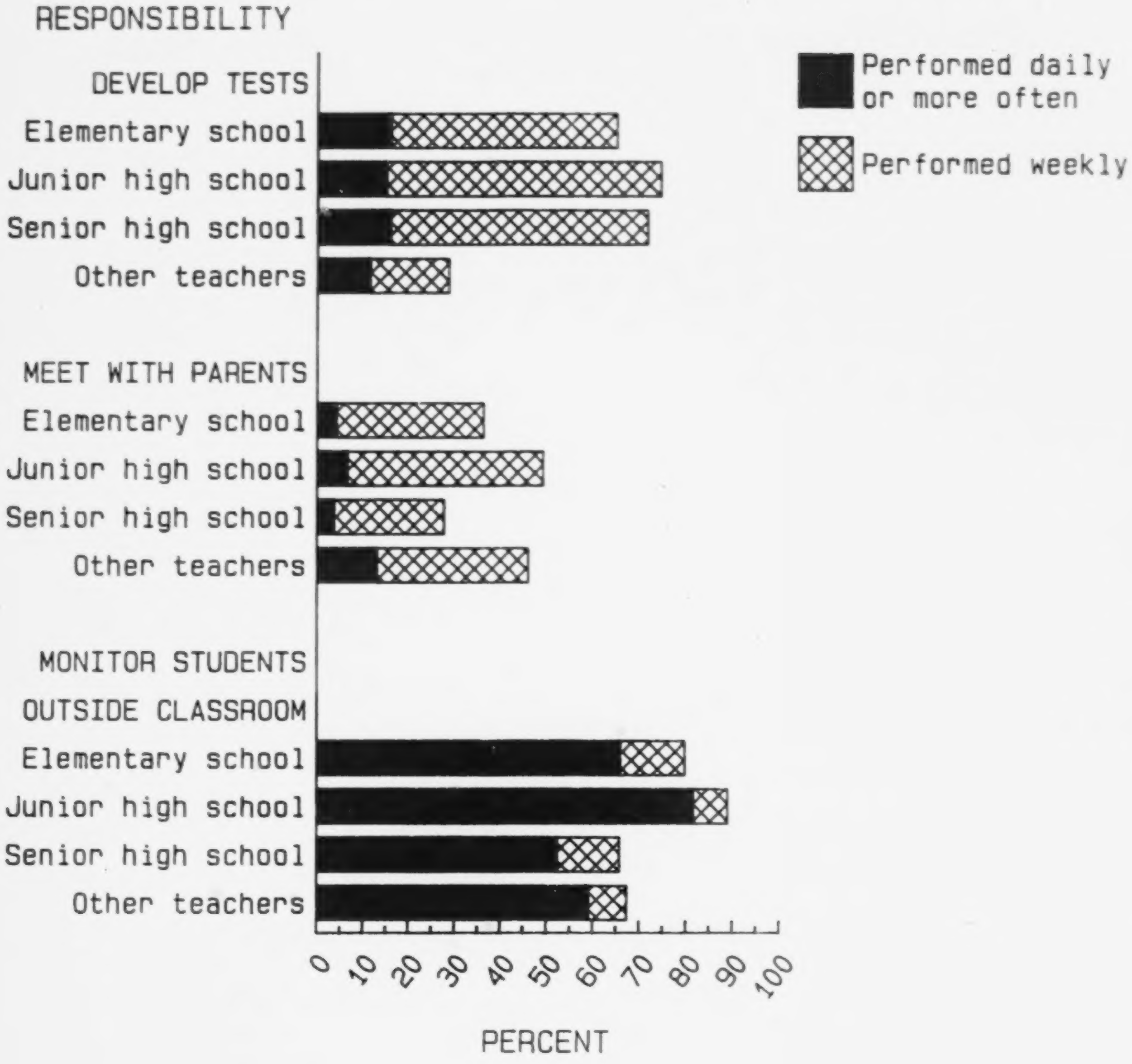
** Miscellaneous category includes items cited by less that four respondents.

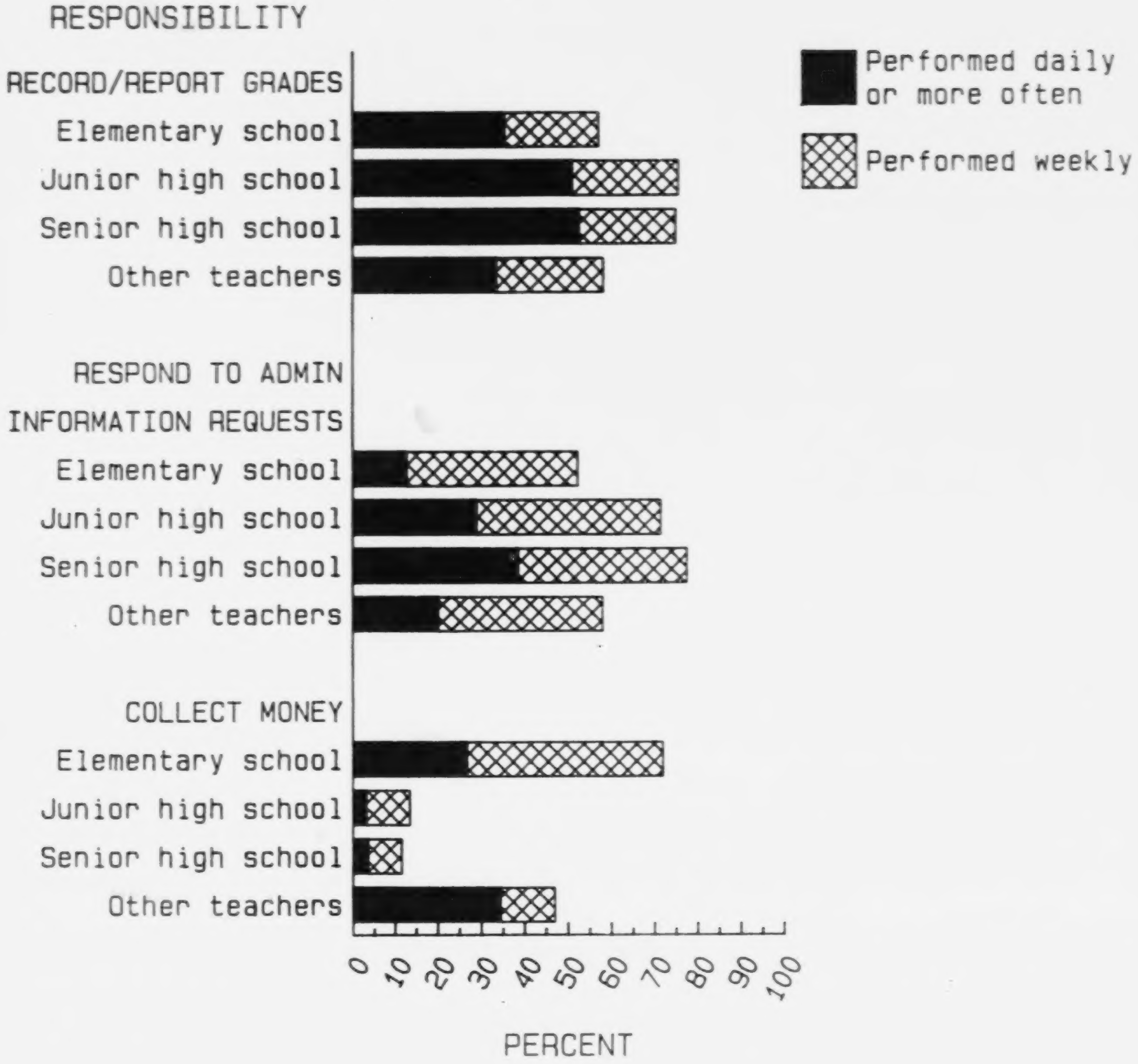
PERCENT OF RESPONDENTS PERFORMING RESPONSIBILITIES WEEKLY, DAILY OR MORE OFTEN BY SCHOOL LEVEL

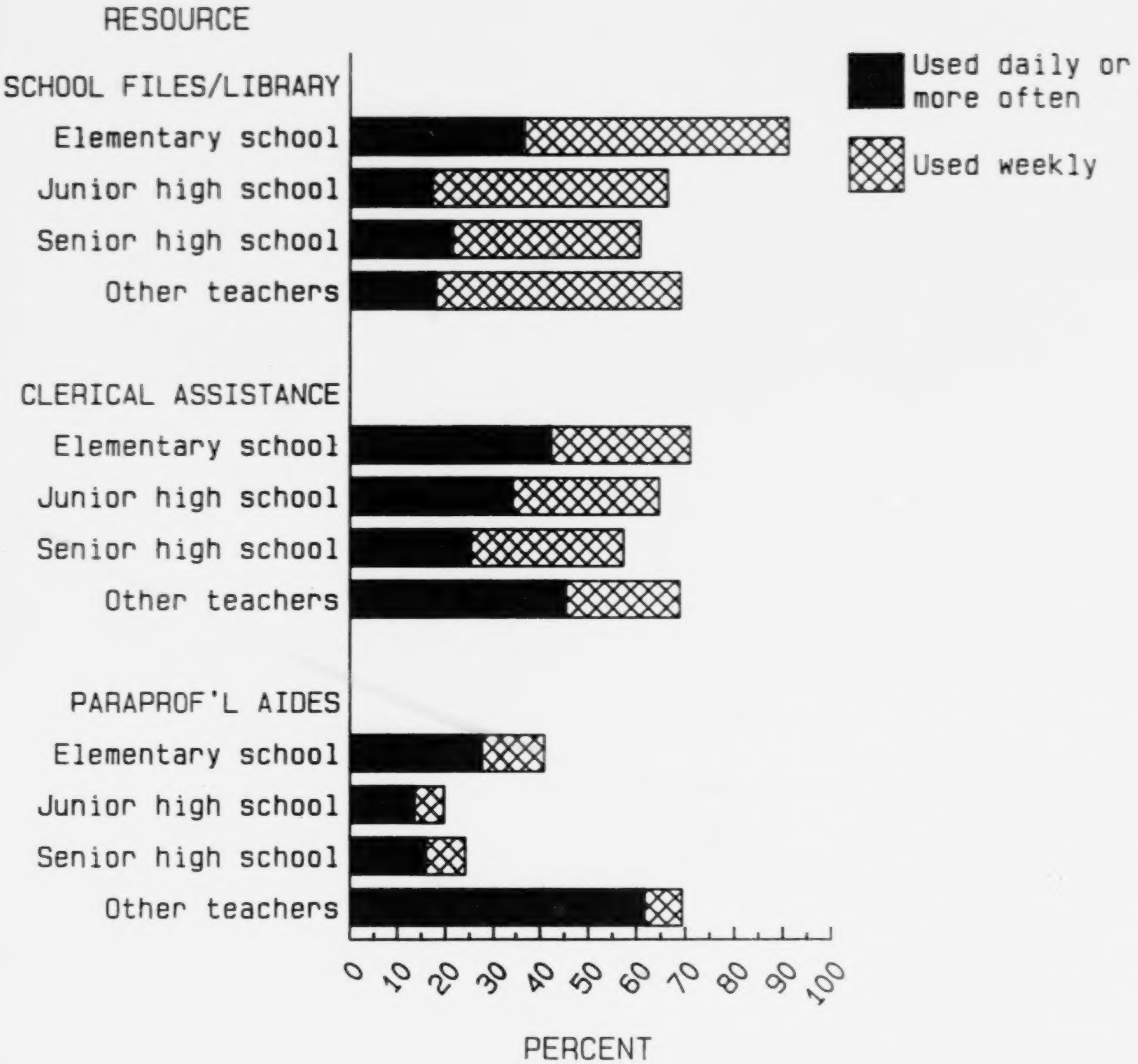


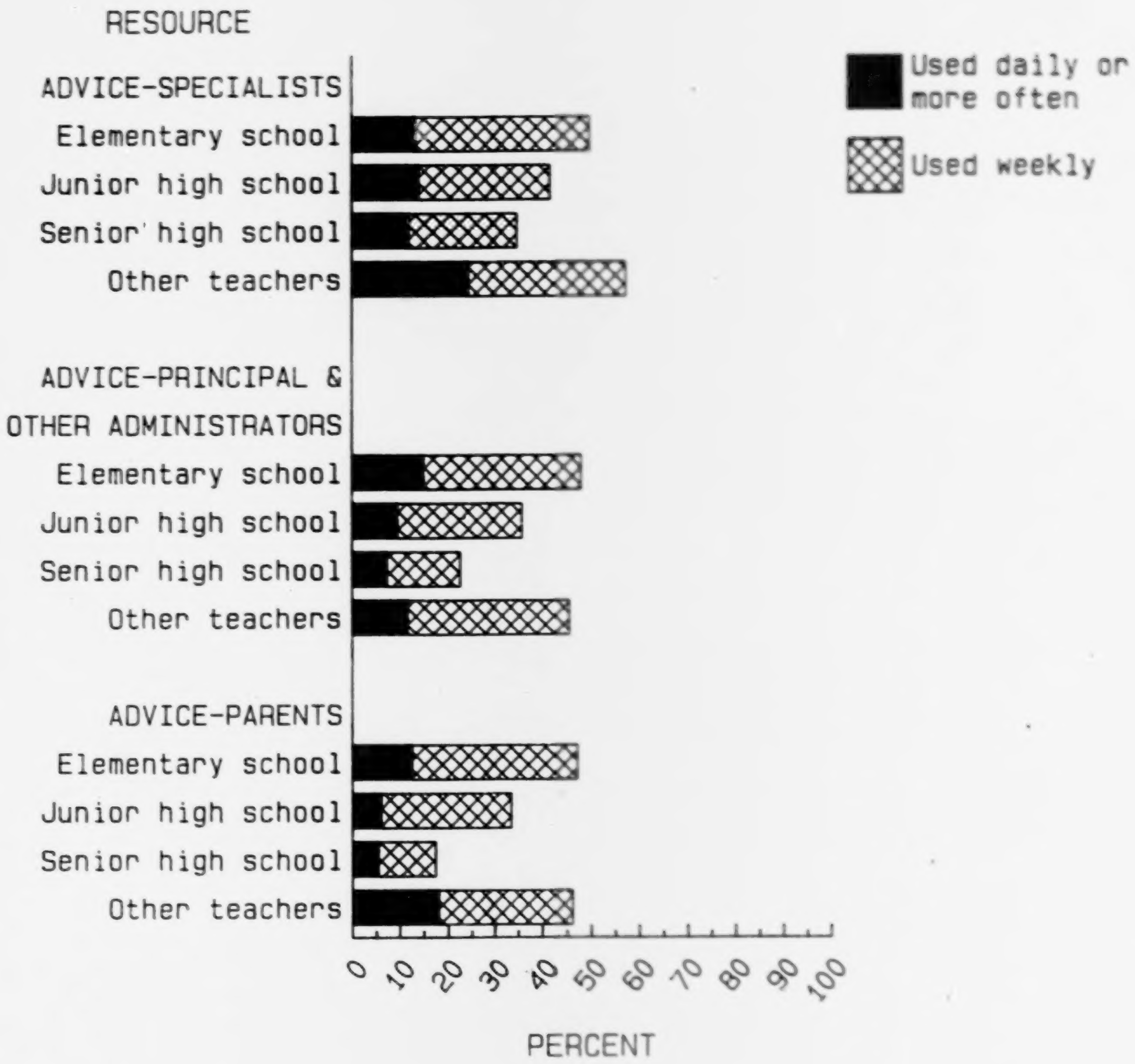

RESPONSIBILITY
PLAN ASSIGNMENTS OR ACTIVITIES FOR INDLS
Elementary school
Junior high school
Senior high school
Other teachers
DEVELOP MATERIALS
Elementary school
Junior high school
Senior high school
Other teachers
DISCIPLINE STUDENTS
Elementary school
Junior high school
Senior high school
Other teachers
Performed daily or more often
Performed weekly
0
10
20
30
40
50
60
70
80
90
100
PERCENT


RESPONSIBILITY
ADJUST PLACEMENT OF INDIVIDUAL STUDENTS
Elementary school
Junior high school
Senior high school
Other teachers
CONSULT OTHERS ABOUT INDL STUDENT NEEDS
Elementary school
Junior high school
Senior high school
Other teachers
GET SPECIAL HELP FOR INDIVIDUAL STUDENTS
Elementary school
Junior high school
Senior high school
Other teachers
Performed daily or more often
Performed weekly
0
10
20
30
40
50
60
70
80
90
100
PERCENT


RESPONSIBILITY
DEVELOP TESTS
Elementary school
Junior high school
Senior high school
Other teachers
MEET WITH PARENTS
Elementary school
Junior high school
Senior high school
Other teachers
MONITOR STUDENTS
OUTSIDE CLASSROOM
Elementary school
Junior high school
Senior high school
Other teachers
Performed daily or more often
Performed weekly
0
10
20
30
40
50
60
70
80
90
100
PERCENT


RESPONSIBILITY
RECORD/REPORT GRADES
Elementary school
Junior high school
Senior high school
Other teachers
RESPOND TO ADMIN
INFORMATION REQUESTS
Elementary school
Junior high school
Senior high school
Other teachers
COLLECT MONEY
Elementary school
Junior high school
Senior high school
Other teachers
Performed daily or more often
Performed weekly
0
10
20
30
40
50
60
70
80
90
100
PERCENT


RESOURCE
SCHOOL FILES/LIBRARY
Elementary school
Junior high school
Senior high school
Other teachers
CLERICAL ASSISTANCE
Elementary school
Junior high school
Senior high school
Other teachers
PARAPROF'L AIDES
Elementary school
Junior high school
Senior high school
Other teachers
Used daily or more often
Used weekly
0
10
20
30
40
50
60
70
80
90
100
PERCENT


RESOURCE
ADVICE-SPECIALISTS
Elementary school
Junior high school
Senior high school
Other teachers
ADVICE-PRINCIPAL &
OTHER ADMINISTRATORS
Elementary school
Junior high school
Senior high school
Other teachers
ADVICE-PARENTS
Elementary school
Junior high school
Senior high school
Other teachers
0
10
20
30
40
50
60
70
80
90
100
PERCENT
Used daily or more often
Used weekly

TUCSON SURVEY ANALYSIS
FREQUENCY OF RESOURCE USE

Percent of respondents indicating that they use the resource *____.

Resource	Weekly or more often					Daily or more often				
	All Teachers	Elementary	Junior High	Senior High	Other	All teachers	Elementary	Junior High	Senior High	Other
a. Knowledge or skills gained from college education, other study and research pursued on your own	88					75				
b. Knowledge or skills gained from inservice training, other educational opportunities made available by TUSD	62					42				
c. Knowledge or skills gained from direct experience as a teacher	99					96				
d. Written guidelines, policies or curricula	71					36				
e. Formal evaluations of your performance	21					11				
f. Instructions, advice and feedback from your principal and other administrators	41	48	36	23	46	13				
g. Advice, feedback and other help from staff specialists	47	50	42	35	58	14	14	14	12	25
h. Advice, feedback and other help from other teachers	77					36				
i. Advice, feedback and other help from parents	39	47	34	18	46	11				
j. Assistance from paraprofessional aides	36	41	20	24	70	26	28	14	16	62
k. Assistance from secretarial or clerical staff	68					38	43	35	26	46
l. Student textbooks, workbooks, other published instructional materials	89	93	93	85	63	74	79	79	64	40
m. Instructional materials prepared by you, either independently or with other teachers	94					78				
n. Standardized tests	20	21	21	12	35	5				
o. Tests that you have developed, either independently or with other teachers	70	64	79	84	58	20				
p. Equipment and general supplies	43					77				
q. Library and school/departmental files	80	92	67	61	70	29	37	18	22	18
r. Files that you yourself develop and maintain	93					70				

* Where percentage figure is provided for "all teachers", but not for subgroups, the percentages for all subgroups were approximately the same.

TUCSON TEACHERS SURVEY ANALYSIS

VALUE OF RESOURCES

Percent of respondents indicating resource is ____.

Resource	Extremely Valuable	Very Valuable	Somewhat Valuable	Not Particularly/ not at all Valuable
a. Knowledge or skills gained from college education, other study and research pursued on your own	51	29	17	3
b. Knowledge or skills gained from inservice training, other educational opportunities made available by TUSD	18	29	37	16
c. Knowledge or skills gained from direct experience as a teacher	92	7	1	--
d. Written guidelines, policies or curricula	8	26	48	19
e. Formal evaluations of your performance	8	19	42	31
f. Instructions, advice and feedback from your principal and other administrators	13	26	39	23
g. Advice, feedback and other help from staff specialists	13	31	36	20
h. Advice, feedback and other help from other teachers	27	43	24	5
i. Advice, feedback and other help from parents	11	27	37	25
j. Assistance from paraprofessional aides	18	19	25	38
k. Assistance from secretarial or clerical staff	16	36	31	17
l. Student textbooks, workbooks, other published instructional materials	36	39	19	7
m. Instructional materials prepared by you, either independently or with other teachers	61	31	7	1
n. Standardized tests	5	13	39	43
o. Tests that you have developed, either independently or with other teachers	31	41	21	7
p. Equipment and general supplies	46	37	14	2
q. Library and school/departmental files	31	40	22	7
r. Files that you yourself develop and maintain	61	30	7	2

SUMMARY OF OPEN-ENDED COMMENTS
RESOURCES OVERLOOKED

- Availability of Resources (76)
- Use of own time (72)
- General time pressures (60)
- Community Resources (69)

CONTENT ANALYSIS

OPEN-ENDED RESPONSES TO TEACHERS' SURVEY - JOB RESOURCES

Availability or insufficient quantity noted as problem	Basic Tally	Resources
		District services:
	4	(Educational Materials Center)
	6	(Lee Instruct'l Research Center)
1	7	(Other district services)
		District personnel:
	24	(Other teachers, in general)
1	14	(Resource teachers, in general)
	6	(Music, art, PE teachers)
1	5	(Librarians)
1	17	(Social workers, psychologists, counselors, nurses)
1	8	(Paraprofessionals, aides)
2	6	(Student teachers)
1	3	(Other district personnel)

Availability or insufficient quantity noted as problem	Basic Tally	Resources
		Community resources:
	14	(Community resources in general)
	12	(Individuals - esp. speakers)
	7	(Public library)
	14	(Media)
	5	(Social agencies)
	4	(State department of education)
	5	(University of Arizona)
	8	(Other specific community resources)
		Materials/equipment:
4	9	(School facilities)
3	8	(Audio-visual equipment)
3	7	(Computers)
6	6	(Books - esp. bilingual)
12	13	(Consumable supplies - paper, pencils, etc.)
	6	(Other materials/equipment)

Availability or insufficient quantity noted as problem	Basic Tally	Resources
		Money for supplies/materials:
16	17	(Money provided by district)
	13	(Own money spent on supplies)
		Developmental resources:
1	11	(District training/workshops)
	3	(TEA training/workshops)
2	3	(Own money/time spent for attendance at "outside" conferences, workshops, etc.)
	17	(Professional conferences, workshops, etc., in general)
	10	(Professional journals, newsletters, publications)
	1	(Other developmental resources)
		Parents:
1	5	(Parent volunteers)
	6	(Parents of individual students)
	8	Students themselves - esp. feedback from)

Availability or insufficient quantity noted as problem	Basic Tally	Resources
		Time:
	24	(competing demands in general)
	7	(for instruction, other contact with students)
2	11	(class preparation)
4	9	(for grading, record-keeping, other administrative duties)
2	7	(other specific time demands)
	72	(own time spent outside regular working hours on teaching responsibilities)
		Personal resources (other than personal time, money or ed'n):
	3	(Commitment, dedication, care for children)
	6	("Outside" work experience, non-teaching experience)
	6	(Experience as teacher)
	5	(Family & friends)
	12	(Other personal resources)
	6	Miscellaneous

TUCSON TEACHERS SURVEY ANALYSIS

SELECTED COMMENTS FROM OPEN-ENDED SECTIONS

1. What responsibilities, if any, do you consider particularly important to your job as teacher and are not covered in the questionnaire?

General process of teaching

Teaching is more than the sum of its parts. Coordinating human and material resources as well as the resources of the learner is a task that cannot be broken down to be analyzed.

The questionnaire states everything neatly. Nowhere does it indicate the level of stress and degree of frustration under which the above are carried out or attempted. Nor does it indicate student attitude, level of endeavor, amount of time spent dealing with behavior problems, lack of effective means to deal with disruptive students, etc. The questionnaire gives me the feeling that all of the duties and responsibilities are carried out in a nice business-like fashion and problems identified and satisfactory provision made for their solution and does not reflect reality in that the same problems return daily and little progress seems to be made in spite of one's best efforts.

This survey really has little to do with the process of teaching. It deals with a lot of the whats and not many hows.

The survey oversimplifies the time, acquisition of knowledge, continuous effort expended, and development of expertise, flexibility, "on feet" adjusting of plans and ideas, utilization of prior knowledge, reconstruings of content, and intensity of inter-personal contact with 160 student and the adult faculty and staff.

Where I'm at there seems to be a lot of "grey area" about what teachers "should" be doing vs. what administrators "should" be doing...so frequently I'm confused - good survey though.

Responsible for total program development, scheduling, creating appropriate materials out of thin air (no money for commercially available products), making decisions concerning proper class placement.

Being flexible enough and resourceful enough to "reach" the large range of student interests and abilities.(The range within each class is incredible). Being a specialist in time management - balancing paper work against time needed for student contacts. I am hired as a teacher, yet do alot of counseling functions.

Attention to individual student's needs

Somehow this doesn't "capture" the "assumed" responsibility of nurturing the kdg. - 1st - 2nd - 3rd grade child - including loving, listening, counseling, teaching manners, and some basic morality. This is all included in what we are supposed to do, or expected to do, by many of the public - certainly by many parents. More and more the teacher has this responsibility.

The need for classroom teacher to fill the role as "psychologist, social worker, counselor" to help children and parents. I expend a lot of energy in this regard helping a child to cope and adjust with trauma in their lives which reflects on attitude and performance at school.

The nature of today's child demands much more of a teacher. The competition with TV, the poor eating habits, the transient population are all concerns that a teacher must deal with daily.

My responsibility as a person a child can trust and confide in when they need someone is very important.

Handling children who have emotional problems - minor to severe - and no way to be able to deal with them adequately - i.e., children who are going through, or have just been through a divorce, parents' remarriage, acquisition of new siblings due to such a remarriage, etc.

Nothing measures the care, and concern I have for my children - ex. the sleepless nights when I know a child has been abused at home and I've reported it and I never am informed about the results.

The survey noted counseling in terms of scheduling, coordinating and conducting meetings with individual students... frankly, my job entails continuous, on-the-spot modeling and intensive counseling of students.

Special education students

The questionnaire "captures" the nature of my responsibilities as a teacher in general, but not as a special education teacher. The responsibilities go well beyond anything covered in teaching manuals or district job descriptions. We deal with health crises and behavior problems on a daily basis. Our students require constant supervision as they are often not capable of functioning safely. Many students require feeding, toileting, assist in dressing, grooming, and the tasks of daily life easily taken for granted by their "normal" peers. Specifically:

1. Dealing with children who exhibit extremely self--abusive and/or violent behaviors.
2. Monitoring health needs and intervening when crisis situations occur.
3. Supervising large groups of students who lack the mental maturity to utilize safety procedures at work and play.
4. Develop behavior programs to facilitate appropriate behaviors.
5. Attend to grooming and hygeine needs of individual students (change diapers, bathe students, wash hair, etc.)
6. Counsel parents who often have difficulty dealing with the needs of handicapped children.

The needs of the classroom change from hour to hour, day to day, due to the health conditions of my students. (severely multi-handicapped). Seizures, medication fatigue levels, a change in programs for respiratory reason are real situations that the paraprofessionals and I encounter every day.

As a special education teacher, I am responsible for monitoring the health status of my students (seizures, diet, digestive regularity, rashes/skin eruptions, administration of medication, body temperature, general well-being) and making a judgement as to the need to refer the situation to the school nurse.

Please keep special education classes small.
I love to teach, but I hate to babysit!!!

Administrative/Clerical responsibilities

There is no place [in the survey] for the interminable administrative workload piled on the teacher, hourly, daily, weekly, and even monthly. I do not consider it "important" but only as a time-consuming, worthless bit of paper shuffling, with which to justify the hiring of administrative baggage-assistant superintendents, assistant principals, aides, secretaries and clerks, in excess of rational need!

Every class period I must pass out at least one sheet of paper per pupil, sometimes more, since I teach Language Arts. Every Friday I must spend time cutting 8x11 sheets in half for the 20-word spelling test and pass those out. (Here I must explain that if I don't hand papers out, students are extremely wasteful). If I have any "scratch paper" on hand for hall passes, notes to the nurse, library, etc., I must spend time cutting up larger pieces of one--side-used paper.

I am also a super clerk...probably could get a job as an IBM or Xerox machine repair person.

Discipline

Teachers are expected to control students that parents and even juvenille authorities can not control - But the teacher is!!! Parents are allowing their children to be cheated by rowdy students who take up "unfair" teacher time. On the average 5% of students require 95% of the teacher's attention, i.e., did not study, listen, or is rowdy!

Adjusting to demands of teaching

Teachers need positive feedback, just as students do. How do we insure beginning teachers the positive feedback necessary to make them want to be the best - how do we smooth the way for them? I see so much frustration in their jobs. Who really is responsible for their transition from beginner to experienced teacher? I'm talking about a person, not a list of guidelines, or an evaluator who does not know this young person well, if at all.

I think that compensation for all teacher endeavors is low enough that many teachers use their time and skills outside the class for rewards that are greater. Much talent in technical areas is being lost by public schools because of "moonlighting". I can earn more by not participating in extra-curriculars - and soon will financially be unable to give extra time.

Responsibilities for my own well being. Learning how to let go of situations I really cannot control.

I realize that this form is an attempt to help, but it doesn't really get to the heart of the matter. RE: loss of dignity, prestige or whatever - I'm beginning to feel like a social worker, marital counselor, etc.

2. What resources, if any, do you consider particularly important to your job as teacher and are not covered in the questionnaire?

Time Pressure

Nothing is said about how much time is spent on each area within the day. PAPERWORK takes too much time. So do meetings. There's never enough time!

[Summary comment from one school's faculty meeting:] Most teachers take paperwork home every day. Hours spent at home doing school work are 10% - 25% of teachers' workdays.

Adjusting instructional plans to accomodate plans made by others. (Principal arranges for guest to conduct "Jazzercise" periodically, western band, western dancers, etc. during prime instruction time).

Communication with school administration; a school calendar of events which takes into account my outside resource people and does not schedule assemblies when I have already scheduled outside help. Communication and inconsistent policies handicap my work. The administration relies upon expediency, rather than what is right or just, to solve problems and does not seem to consider the classroom as the most important means of educating children (there are constant interruptions of the classroom; announcements, special activities, attendance, etc.)

What other teachers besides kindergarten teachers work from 7:30 am to 6pm either training volunteers or preparing materials? Everything in a kindergarten class is made by the teacher for double the number of students. I have 55 students NOW! Kindergarten teachers reset the class for the afternoon during their lunch time. Everyday, I have 10 minutes for lunch before it is time to train the PM volunteers for work in centers.

My main concern is the length of day and year. Elementary teachers need easily another hour of class time daily to cover needed curricula.

[The survey] does not really address total time involved in tasks that take away from teaching time.

For science (lab classes) we have a desperate need for competent help in the management and maintenance of lab materials -- Many lab opportunities are missed because there simply is not time to do all the preparation and hunt up the equipment!

Education/training

It's experience, insight & teacher-made materials that assist us; university prepration is practically irrelevant.

I would prefer not to have "knowledge & skills gained from college education" lumped together with those gained from "other study & research gained on your own." I don't feel my college education has been a very good resource but I am constantly using information that I have pursued on my own.

I would have answered the question of college education differently if it had been separated from other education & study pursued on your own. My bachelor's degree was nearly worthless. Other training improved my skills as a teacher.

TUSD provides very few inservice training events that are valuable to me. I go to many workshops and conferences relating to reading and computers. That requires many Saturdays and my money for registration fees.

I have not been to a TUSD workshop for years, but I did gain a lot from those I attended for several years in my early and middle years of teaching.

District policies/guidelines

District guidelines & curricula are much too GENERAL to teach from. However, to become more specific would stifle creativity in the classroom and students would be the losers.

The answers, to me, seem fairly obvious for teachers across the board. Very little direct influence by administration and its policies.

As a new teacher in the district I've found the special ed. handbook to be helpful.

Other teachers, support personnel

Meeting with other resource personnel & consultants on a consistent monthly basis to share materials & techniques. We used to do this but it was discontinued.

The dept. chairs at CHS are very helpful.

I feel that aides in the classroom are of utmost importance. It is rather difficult to state how often aides are used as a resource when most classes are not provided with such benefits.

I find my student aides, whom I have personally selected, to be extremely valuable in terms of handling routine classroom correcting and bookkeeping chores, freeing me to spend more of my time on individual papers and projects.

Student teacher input helps update teachers on what way current pendulum is swinging & changes of educational philosophy in the "higher schools of learning."

A paid aide for kdg. teachers who run centers daily and provide individualized instruction daily should be guaranteed. I would much rather have 28 students per class and an aide than 26 students per class and no aide.

Community resources

I am often in contact with community groups to help fund equipment for particular students, or to correct/modify equipment the students have.

Community resources (transportation being provided) such as museums, special interest parks (Sabirio, Sahuaro), scientific institutions (optical sciences, Kitt Peak, planetarium) [are valuable resources.] The pity is that many of these are out of reach of teachers because of transportation limitations. The loss is the students.

Students and parents

The important resource is from the children's minds. They help out with directing many activities during the day.

The students! Feedback from the students is very valuable in assessing my performance and in helping me to make adjustments. This should not have been left off [the survey.]

Pupils themselves -- very unpredictable.

This questionnaire does not cover those areas & resources available that I wish to use but do not have the time or opportunity available. E.g. parent assistance -- I would welcome any parents able to help in the classroom but the majority of my students' parents work.

The talents and energies of parents are a valuable resource for me and my class but it takes time and direction to define and use parents effectively.

Equipment/supplies

Having a classroom that is compatible with the subject matter being taught. Example: a room with sinks & tables if teaching science. Having the tables/desks/chairs available to arrange one's room in a manner best suiting the subject being taught and style of teaching.

We need a computer to every 15-20 students & in the classrooms! Talk about having to prepare children for financial survival without tools to do so!! Teaching is traditionally 60 yrs behind the "real world" but we are 160 years behind the computer age.

Access to student textbooks in our area is a special problem as they may not be charged for their education and we must purchase through our own budget. I teach three required courses and cannot provide enough levels of material unless I "prep" about three levels for each subject.

Instructional supplies are very important! The district has not alloted enough money per student to start with. Then this year they are adding a 12% charge against our instructional supply money. This makes no sense! ... Needless to say I spend more "out of pocket" money for supplies than should be expected of any teacher.

We don't get to order supplies often enough for our classrooms. We have to ask the secretary for supplies when we run out and feel guilty for using pencils, ditto paper, crayons, etc.

As a science teacher, I should have equipment that works -- We have equipment but nothing works.

Own time, money, other resources

I'm my best resource. My immediate colleagues are right next to it. Literature maybe. Chapter I, but limited even if excellent.

Most of my resources are my own -- experience, my own books and my own materials. This is covered in the questionnaire, but not to my satisfaction.

Educational bookstores offer a resource I am required to use because I want to supplement what I secure through the school system, yet often I cannot afford to utlize [them.] [The survey] doesn't mention the amount of work or the number of hours that teachers spend on school at home and after school.

These questionnaire questions deal with working hours.

Teachers do not work from 9 to 5, but all day and many nights when most are sleeping. A teacher is mulling over day's activities and planning for future goals to be incorporated in classroom.

I am currently putting in a 13 hr day 5 days a week not including Saturdays. Is there anyone out there who realizes no one can teach 5 periods a day + coach and do a good job? We coaches got really screwed when they took the coaching period out!

I teach LD/SE. As a teacher I have to rely a lot on my own ability to come up with materials for my students. There are few materials in a high school geared for LD, therefore, I have to look elsewhere plus investing some of my own money to come up with things for my students.

My instruction is a product of all my own instruction, experience and intuition, and dividing that into hourly or daily blocks that describe when I am using what resource, to me, is contrived and clearly impossible.

Job: ______________________

First, would you please look at this list of general responsibilities and check any that apply to your job?

___ INSTRUCTING OR TRAINING OTHERS

___ PLANNING YOUR OWN WORK AND/OR THE WORK OF OTHERS

___ MANAGING AND SUPERVISING THE WORK OF OTHERS

___ MONITORING THE WORK OR PROGRESS OF OTHERS, DIAGNOSING PROBLEMS AND SPECIAL NEEDS THAT AFFECT THEIR WORK OR PROGRESS, AND/OR COUNSELING OTHERS RELATED TO SUCH PROBLEMS OR SPECIAL NEEDS

___ ADMINISTRATIVE AND/OR POLICY-MAKING RESPONSIBILITIES

___ CLERICAL RESPONSIBILITIES

Job: ____________________

General Responsibility: INSTRUCTION AND TRAINING

1. RESPONSIBILITIES

1a. Frequency duties performed

1b. Size of typical group trained

2. KNOWLEDGE AND SKILLS

2a. How knowledge and skills acquired

3. OTHER RESOURCES

3a. Resource problems

1. Lectures to groups of people for purposes of instruction
2. Leads demonstrations or group discussions, for purposes of instruction
3. Instructs groups of people, using a variety of techniques, while responsible for the work or care of other people working ur doing other things independently or in other groups
4. Instructs or reviews work with individuals for purposes of instruction while responsible for the work or care of other people working or doing other things independently or in groups
5. Directs and supervises trips and other group activities away from the regular workplace, for purposes of instruction

Job: ______

General Responsibility: WORK PLANNING

1. RESPONSIBILITIES

1a. Frequency duties performed

2. KNOWLEDGE AND SKILLS

2a. How knowledge and skills acquired

3. OTHER RESOURCES

3a. Resource problems

6. Develops and revises personal long-range workplans, in conformity with general objectives or guidelines set by your employer

7. Plans, develops and schedules the daily activities or assignments of groups of other people

8. Identifies and secures special resources needed by self or others but not available in immediate work area

9. Plans daily activities and assignments for individuals, adjusting them to fit plans for larger group

Job: ______

General Responsibility: GROUP MANAGEMENT

1. RESPONSIBILITIES

1a. Frequency duties performed

1b. Size of group typically managed

2. KNOWLEDGE AND SKILLS

2a. How knowledge and skills acquired

3. OTHER RESOURCES

3a. Resource problems

10. Assigns work to individuals and groups

11. Communicates expectations to others concerning goals and objectives, quality and amount of work, behavior and discipline

12. Observes group and individual behavior and progress, to identify needed changes in plans

13. Adjusts group or individual plans, as necessary, while work is in progress

14. Observes and directs behavior of others to facilitate time on task and to identify and avoid potential discipline problems

15. Administers discipline and/or refers others for discipline, in accordance with policies of the employer

16. Directs and supervises the work of team leaders or other assistants who themselves exercise some responsibility for directing the work of others

Job: ____________________

General Responsibility: DIAGNOSIS AND COUNSELING

1. RESPONSIBILITIES

1a. Frequency duties performed

2. KNOWLEDGE AND SKILLS

2a. How knowledge and skills acquired

3. OTHER RESOURCES

3a. Specific problems

18. Develops tests or other devices for monitoring the work
and/or progress of others

19. Administers standardized or specially-developed tests or
other monitoring devices to groups or individuals

20. Reviews tests, work data and other data on individuals
or groups for whom you are responsible, for purposes
of identifying progress, problems, and special needs

21. Places and adjusts placement of individuals at appropriate
work or treatment levels, based on analyses of progress,
problems and/or special needs

22. Consults with specialists and colleagues for purposes of
identifying and analyzing special needs of individuals

23. Arranges with other personnel for special support or placement
for individuals with special needs

24. Schedules, coordinates and conducts meetings with individuals
for purposes of counseling on their progress, problems
or special needs

25. Schedules, coordinates and conducts meetings with parents
or other guardians to discuss progress, needs, problems,
and arrangements for special support or placement
for those under your care

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Job: ____________

General Responsibility: ADMINISTRATIVE/POLICY-MAKING

1. RESPONSIBILITIES

1a. Frequency duties performed

2. KNOWLEDGE AND SKILLS

2a. How knowledge and skills acquired

3. OTHER RESOURCES

3a. Resource problems

26. Reviews and evaluates existing or proposed employer plans, programs, or policies for purpose of communicating problems and personal recommendations for changes to appropriate persons

27. Works with others in committee(s) to develop or revise employer plans, programs or policies

28. Chairs special group(s) or committee(s) to develop plans, programs or policies

29. Attends professional meetings, conferences, training workshops

30. Discusses work problems and techniques with colleagues

31. Responds orally or in writing to special requests for infor-
ation from other staff or line management officials

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Job: ___

General Responsibility: CLERICAL

1. RESPONSIBILITIES

1a. Frequency duties performed

2. KNOWLEDGE AND SKILLS

2a. How knowledge and skills acquired

3. OTHER RESOURCES

3a. Resource problems

32. Collects money from others for special projects, lunch, etc., and forwards money to appropriate persons

33. Records attendance and reports attendance data to appropriate persons

34. Records, maintains and forwards to appropriate persons records of others' performance or progress

35. Orders materials and supplies for regular use

Job: ____________

General Responsibility: OTHER RESPONSIBILITIES

1. RESPONSIBILITIES

1a. Frequency duties performed

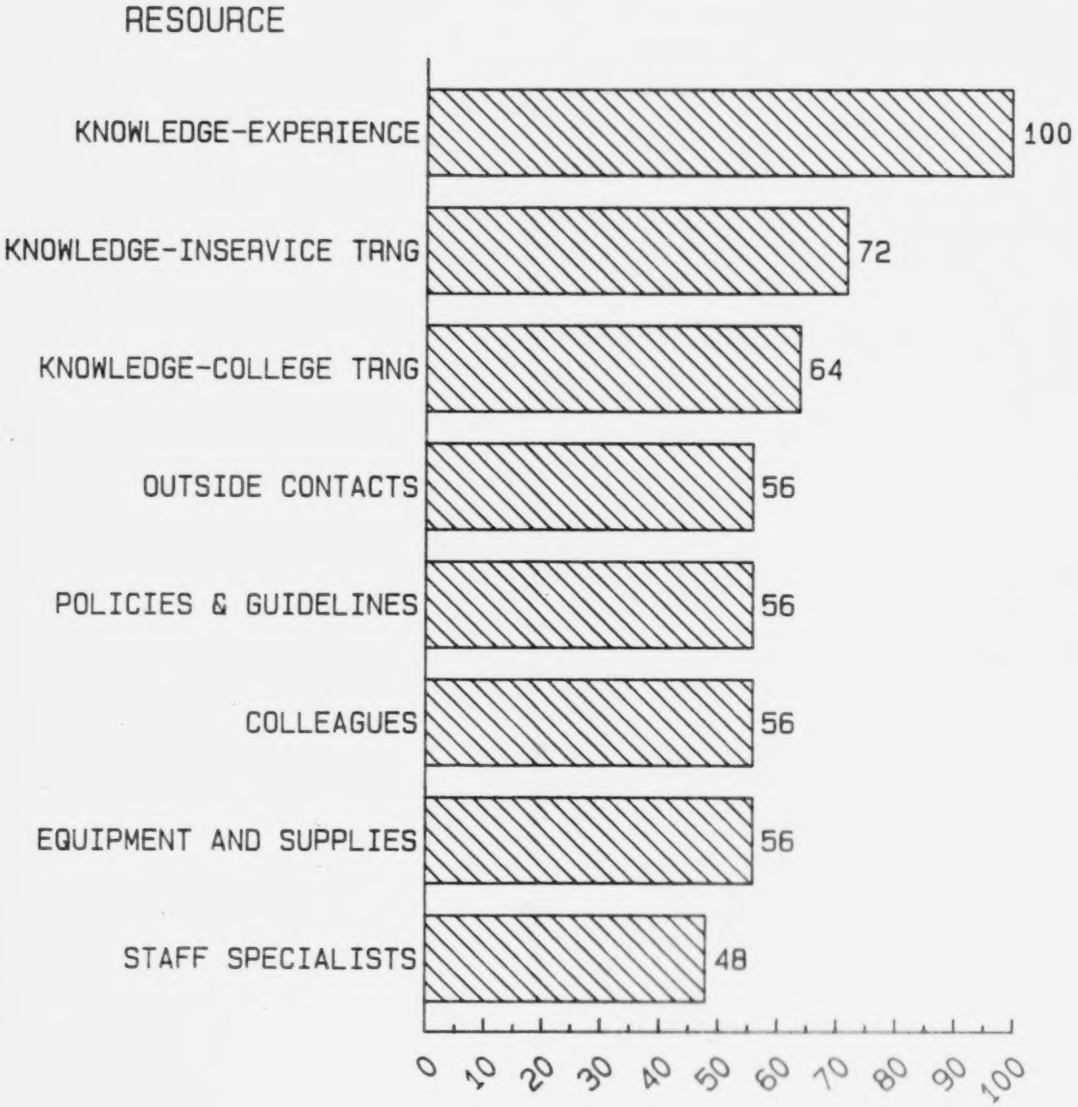
2. KNOWLEDGE AND SKILLS

2a. How knowledge and skills acquired

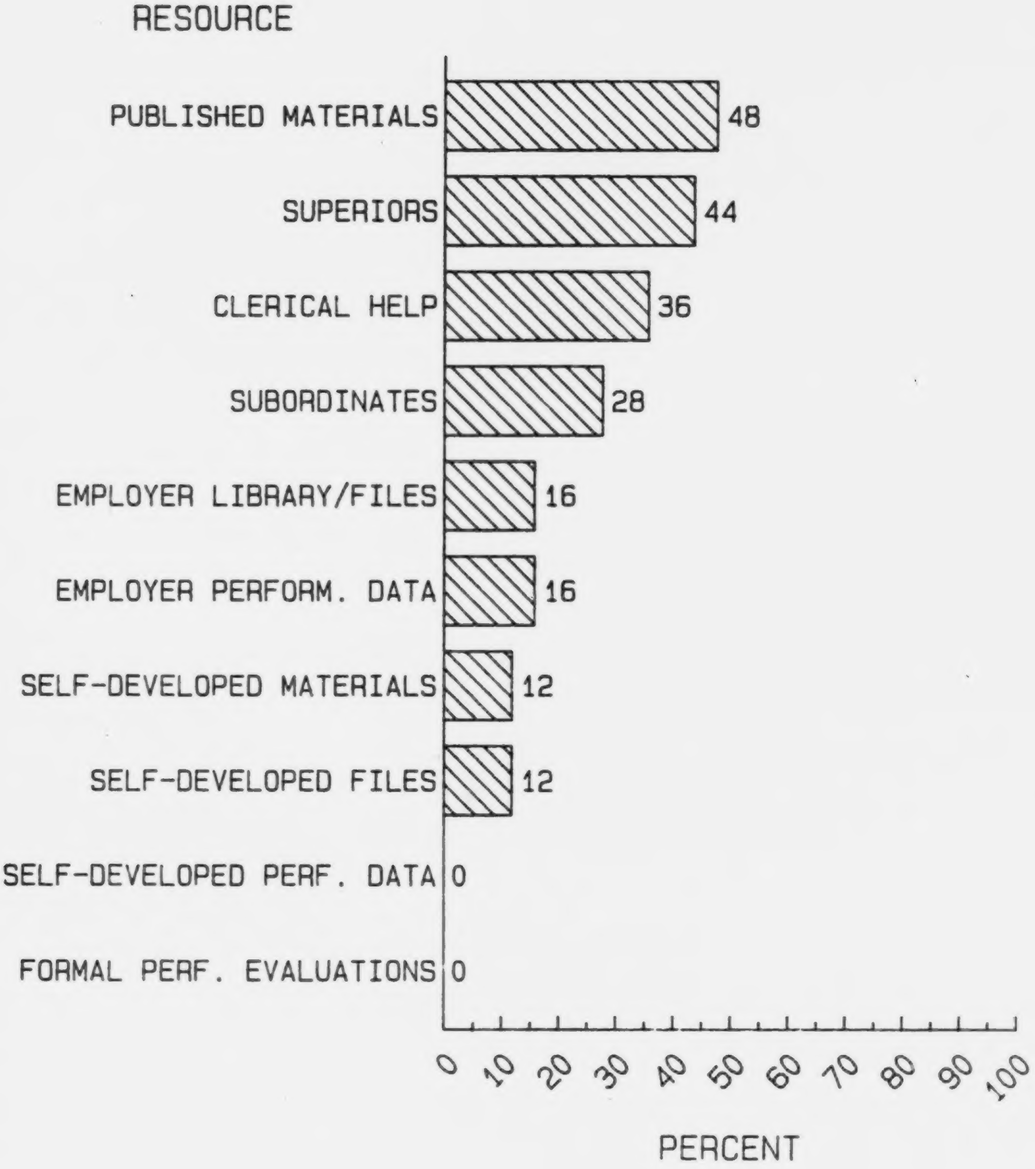
3. OTHER RESOURCES

3a. Resource problems

PERCENT OF INTERVIEWED EMPLOYEES INDICATING THAT THEY MAKE REGULAR USE OF PARTICULAR RESOURCES



Percentages for interviewed employees are not directly comparable to those for teachers, since methods of collecting data were different.


RESOURCE
PUBLISHED MATERIALS
48
SUPERIORS
44
CLERICAL HELP
36
SUBORDINATES
28
EMPLOYER LIBRARY/FILES
16
EMPLOYER PERFORM. DATA
16
SELF-DEVELOPED MATERIALS
12
SELF-DEVELOPED FILES
12
SELF-DEVELOPED PERF. DATA
0
FORMAL PERF. EVALUATIONS
0
0
10
20
30
40
50
60
70
80
90
100
PERCENT

TEACHER/TRAINER

Two teacher/trainers were interviewed as part of this study:

-director of training for a museum

-regional training manager for a sales organization

Instruction and Training

The responsibilities of these individuals are similar to teachers in many respects. Their major function is to train individuals in specific content areas and skills. The training manager performs instructional activities four days per week. The size of the group varies from 1 to 18 and the subject areas include: orientation training for new employees in policies, procedures, and security arrangements, motivational sales training, remedial training, and inventory procedures. This respondent does not report using a variety of instructional techniques but relies on demonstrations and group discussions.- The museum director of training performs instructional activities daily during the fall semester. There are approximately 140 in a training group and these are divided into classes of 35. While the director does not perform all the actual training that is accomplished at the museum, this respondent does report using a variety of instructional techniques including evaluating what learning has taken place.

Work Planning

The museum training director reports planning once each season and lists among the planning activities the following:

writing goals and objectives, hiring teachers, ordering materials, and scheduling volunteers. The regional training manager plans the schedule for training sessions each month. Such sessions are developed as a result of consultation with department managers.

Group Management

The respondents cite direct supervision of classes as their group management activity. The museum training director sets up the educational program and supervises instructors once a week. In addition to class management, the regional sales manager also performs floor supervision and provides both on-the-job training and employee evaluation.

Diagnosis and Counseling

The regional sales trainer considers this responsibility to be a very small part of the job. Infrequently this respondent performs remedial training for individuals who refer themselves or are referred by their department managers. The museum training director infrequently develops tests for volunteers, and counseling is performed during informal conversations with museum volunteers.

Administrative/Policy-Making

The respondents indicate limited duties in this area. The museum training director is rewriting a policy manual for volunteers; however, the rewriting is being performed for the first time since the incumbent has been on the job.

Clerical

Neither of the respondents report significant clerical responsibilities.

Resources

Both respondents cite previous experience as the means by which they gained knowledge and skills. The director of training for the museum had been a public school teacher. The regional training director had previous experience in sales and recognizing that many organizational problems were caused by poor training, suggested the present position be created.

Both respondents report satisfaction with materials and equipment. They both describe their training manuals as helpful. In addition, both cite the support of other staff members and administrators as resources for performing their work. For both, professional assistance in the form of opportunities to attend workshops or affiliation with university experts is an important resource.

The regional training manager cites no deficiencies in resources. The museum training director expresses the need for an assistant and for a better developed evaluation system.

Similarities and Differences

Like teachers these training directors are directly responssible for an instructional program. However, neither of these respondents interacts with students as often as do teachers. The regional sales manager instructs during a portion of the day four days a week. The museum training director instructs for part of the day and is responsbile for overseeing the instructional activities of others. In addition, these respondents train adults. It is likely they spend less time on classroom management since their students have high interest in the training (The museum training director teaches volunteers. The regional training director teaches individuals who have been recommended by their managers for work-related training. Moreover, this training is typically accomplished during one to one and a half day workshops which are, for the trainees, releases from their ordinary work schedules. The training is a reward.).

Both interviewees describe planning responsibilities that are similar to those performed by teachers. However, neither reports planning on a daily basis. It appears that the planning is of a goal setting variety, and specific class plans are provided in previously developed materials. Neither interviewee states that time is lacking as a resource. Unlike teachers these respondents appear to have adequate material resources.

Finally, both respondents state that their administrators are valuable resources. The musuem training director states that support from the top was extremely valuable for accomplishing the job responsibilities. On the other hand, only 13% of the teachers in this study report that their administrators were extremely valuable.

NEWS DIRECTOR

A news director's basic responsibility is to supervise the gathering and communication of news stories that have been identified by an assignment editor.

Instruction and Training

The news director performs only limited instruction and training. While one of the respondents indicates the significance of the training responsibility, this role is performed by making suggestions and corrections to individuals.

Work Planning

In completing responsiblities, the news director plays two significant roles. First, the position requires emphasis on work planning. The news director develops short and long range work plans for a group of people and also plans activities for individuals to perform. Long range planning includes budgeting.

Group Manager

The second significant role is that of group manager. In this role the news director assigns work, communicates expectations, observes group and individual behavior to identify needed changes, and supervises the work of assistants who themselves exercise responsibility for directing the work of others. As part of this role, the news director conducts two meetings daily to provide direction and supervision.

Diagnosis and Counseling

As part of supervision, the news director provides counseling to individuals. This takes the form of critiquing performance and making suggestions for improvement. Occasionally the news director offers "mothering and fathering" to help eliminate problems on the job.

Adminstration

Administration and policy making take approximately 10% of the news director's time. The specific activities include making the semi-annual budget, developing new programs, determining news coverage, and processing pay raises.

Resources

The news directors say they need basic "people skills" more than any others. There is no specific educational preparation for the job. Knowledge and skills for all roles are gained through experience. Directors admit to working by "pure seat of the pants."

To perform their work news directors have computers, networks, wireservices. They indicate that money and people are somewhat limited but are distributed fairly, and that professional development opportunities to attend workshops and conventions occur three to four times a year. Time is the resource most often described as lacking. One news director said, "Time is always a critical problem; there's never enough time."

Similarities and Differences

The most obvious similarity between the work of a news director and that of a teacher is in the role of group manager. The size of the news group varies from as few as eight and as many as thirty. Both teachers and directors report that they perform most of the group management activities hourly or daily. A second area of similarity includes work planning activities.

Teachers and directors both say they frequently devise plans and schedules of activities for both group and individuals. Teachers, however, are more likely to plan and arrange for resources needed for instruction while the news directors have work related resources, i.e., computers, wireservices, etc., readily available.

There are two highly significant differences between teachers and news directors. They are budgeting and hiring responsibilities. Teachers rarely participate in budget decisions, and only 23% of them reported ordering materials and supplies. In addition, teachers do not hire and fire those they manage or supervise. One news director reports screening audition tapes and reading 10-15 resumes per week. At the same time teachers report spending time keeping students on task and seeking alternative means to assure student performance.

The instructional activities, most often performed by teachers, are rarely performed by news directors.

MANAGER OF NON-PROFIT ORGANIZATION

There are two jobs represented in this grouping:

-museum director

-director of development for non-profit service organization

Instruction and Training

For the most part incumbents in these positions provide instructional information through the media. Respondents report using radio, t.v., newspapers and newsletters as a means to advertise and raise funds. The instructional responsibility appears as a public relations activity for individuals in these positions. The director of development performs limited training for new board members (organizational goals and purposes) and volunteers who work as telephone solicitors.

Work Planning

Both respondents report that planning is a major responsibility of their jobs. The museum director plans ways to find sources of income for the museum and how to distribute collected funds throughout the organization. Activities concerning these plans are performed daily. The director of development plans annually and evaluates the plans quarterly. This director serves as part of a task team that sets organizational goals. In addition, the director emphasizes plans for maintaining donation levels, getting contract work accomplished, and writing grants.

Group Management

Neither respondent reports actually overseeing large groups. Their management activities are performed through a hierarchy. The director of development reports providing close supervision of a newly hired PR person and an advertising assistant. At the same time, the director is responsible for the evaluation of self and others in the organization. The museum director reports working with other administrators especially in policy planning activities. This activity is performed weekly or bi-weekly.

Diagnosis and Counseling

Direct counseling does not appear to be a significant part of the work of either of these positions. The museum director needs to "deal with an employee" about once a week and interactions typically occur between the director and a new employee. The director of development speaks of all diagnosis and counseling activities as related to community leaders and others who may be sources of funding. There is no mention of diagnosis and counseling of employees.

Administrative/Policy-Making

Both respondents report participating in policy-making activities. The director of development works with other administrators on a weekly or bi-weekly basis. The museum director plans the ties between policy and philosophy annually. When necessary, the museum director works with individuals to define their job goals and also to update the budget.

Clerical

Neither respondent has a clerical responsibilty.

Other Responsibilities

In addition to the managerial responsibilities, the director of development performs research on fundraising and creates educational materials to aid in fundraising activities. The museum director, in addition to the responsibilities already mentioned, also interviews and hires new employees when necessary.

Resources

Both respondents cite job experience as the means by which they gained the skills and knowledge necessary for the work. Also both believe the input and support of co-workers are valuable resources. The museum director relies heavily on policy handbooks and manuals as resources. The director of development uses technical equipment and states that the memory writer is extremely valuable in performing the job responsibilities. Interestingly, the director of development states that currently more equipment is needed and it will be available as soon as it is ordered.

For the most part both respondents seem to feel they have most of the resources they need. Time is the resource both mention as lacking. In addition, the museum director indicates that a lack of money inhibits work planning activities.

Similarities and Differences

There are few similarities between these positions and teaching. Incumbents in these positions perform significantly less instruction and counseling than do teachers. At the same time, they perform significantly more fundraising and policy-making than do teachers. Like teachers, however, these incumbents highly value their former job experiences, and more than those in any other job grouping rely on past work experiences as sources of knowledge and skills. While these incumbents are like teachers in reporting time as a lacking resource, they appear to find print and mechanical equipment more available than do teachers.

BUDGET ANALYST

There are four job titles in this group:

- budget analyst supervisor
- budget analyst
- systems analyst
- general administrator/budget analyst

As a group budget analysts are responsible for planning, organizing, and supervising operating and capital budget development and preparation, 5 year capital improvements program, multi-year operating budget projections, expenditure control, budgetary evaluation projects and financial impact studies. Work includes personnel and program review and evaluation, establishment of work priorities and schedules, and preparation of reports, budgetary data, and the manager's recommended budget.

Instruction and Training

Respondents in all four of these positions report that their major instructional activities are carried out on a one-to-one basis. These incumbents supervise between 4 and 25 individuals and are responsible for training in how to use the budget system, statutes and contracts governing the budget, and how the budget is put together with accounting. Rarely these individuals meet with small groups for specific training purposes, and one respondent (general administrator/budget analyst) lectures to a large group about once a year. One respondent reports that when specific instruction is needed, one member of the group goes to a seminar and then presents the information to the others. This occurs "erratically."

Work Planning

All four respondents report having responsibilities in the area of work planning. All of them indicate that their work is guided by the need to produce reports. The calendar of their organization specifies the deadlines for reports. For the most part, several of these reports are due each month. The interviewees' responsibility is to schedule and perform activities that will ensure that the monthly deadlines are met. In addition, special reports may be requested by any one of a number of organizational officials. These special reports sometimes add scheduling pressures.

Much of this work planning is performed with others, and different respondents report meeting at various intervals. For the most part the scheduling of tasks has been formalized and meetings take place monthly or weekly. On the other hand, the general administrator reports meeting twice a week with others who are themselves supervisors.

Group Management

The respondents reveal varying responsibilities in this area. The systems analyst performs no activities that involve group management. Both the budget analyst and the budget analyst supervisor report that they are responsibile for scheduling group activities, but they have limited personal interactions that are managerial. The general administrator reports the greatest involvement in group management activities. The general administrator has frequent informal communications with department members, observes and oversees the work of others, and is responsibile for formal evaluations. Of the four respondents, it is the general administrator who most carries out the functions of a group manager.

Diagnosis and Counseling

The respondents report various levels of activity in this area. Neither the budget analyst nor the systems analyst report performing significant counseling activities, although the systems analyst reports providing information for use in the formal evaluation process. The budget analyst supervisor is concerned with the formal evaluation process and with providing documentation for discipline. In addition, if there is a problem, the budget analyst supervisor performs special evaluation procedures. Occasionally there is an opportunity for giving advice or informal counseling, but this activity is seen as a minimal job activity.

Unlike the others, the general administrator/budget analyst is highy involved in diagnosis and counseling, spending approximately 20% of work time on these activities. Not only is there the responsibility to perform diagnosis in the form of formal evaluations, there is the need to perform such counseling activities as: helping individuals to balance work problems with job expectations; assisting others to develop organizational skills; and assisting supervisors to assess the needs of their departments.

Administrative/Policy Making

The responsibilities in this area demonstrate the differences among the managerial levels of the respondents. Both the systems analyst and the budget analyst point out that the work of their department serves an administrative/policy making function. However, within the department itself, neither of these respondents have administrative responsibilities. The systems analyst supervisor has the administrative responsibility of ordering supplies within an alloted budget but does not participate in determining the budget. The general administrator/budget analyst spends approximately 25% of the work time in this area. The respondent reports drawing up formal policies after assessing needs and getting input from those who will implement the policies and also coordinating support services with established organizational policies.

Clerical

All four of the respondents perform some clerical activities but with varying levels of assistance. They all report doing some filing, occasional typing, and occasional duplicating. Apparently a budget department generates a large amount of paper and frequently encounters bureacratic red tape. While secretaries and using computer terminals assist in managing the bulk of the reports and files, all the respondents occasionally perform some clerical activities.

Other Responsibilities

Both the budget analyst and the systems analyst report giving attention to interpersonal relations between themselves and members of other departments. Sometimes requests are made by individuals who have "diabolically opposed interests." Communication skills are highly important. The general administrator supervisor and the general administrator describe the high turn-over among organitional directors as a resource problem.

Similarities and Differences

While all four of the respondents are responsible for some training, such instructional activities are performed in one-on-one or small group situations. Like teachers, these individuals are responsible for diagnosing and counseling. However, this activity almost exclusively consists of evaluating employees' performance. Only the systems analyst and the budget analyst perform informal evaluations, and these are only occasional. Like teachers, these individuals are not highly involved in administrative or policy-making activities. Only the general administrator reports having any involvement at all.

These positions and teaching are significantly different in a number of aspects. The standard procedures of the work require much less planning than does teaching. Group management is performed; however, its nature is almost exclusively scheduling with very little interaction with group members.

The interviewees in these positions report having few resource needs. Time is difficult when unscheduled reports are requested. On the other hand, individuals are encouraged to participate in off-cite training programs.

reports working as the community liaison to other organizations. This activity also requires good interpersonal and communication skills.

Resources

All four of the respondents gained their knowledge and skills partly from formal education and partly from on-the-job training. The systems analyst notes that previous secretarial experience is useful. Both the budget analyst and the general administrator report that they have attended training courses offered by the personnel department in their organization. The general administrator has also attended training courses offered off-site by training consultants. Only the budget analyst supervisor notes that the inability to receive training is a resource problem.

All four of these respondents report having use of written manuals and guidelines in addition to access to a computer terminal. Moreover, the general administrator reports having access to support personnel. This respondent also reports having the authority to address most job problems.

Time is a resource problem for all four. The respondents state that time is especially short when other agency requests are added to the regularly scheduled work. They describe these periods as high pressure situations. All but the general administrator believe that the budget constrains hiring needed staff. While the respondents report that they depend upon organizational manuals and guidelines, they also report that some manuals are out-of-date or incomplete. Both the budget analyst

ACCOUNTANT

The job titles included in this group are:

- accountant III
- accounting administrator
- accountant/department supervisor
- manager of accounting department
- accounting manager

The basic responsibility of individuals in these positions is to maintain financial records for use in organizational reporting and planning.

Instruction and Training

All of these jobs include some training responsibility, but this training is sporadic and infrequent. Typically, the training is one-on-one on-the-job training for new hires or workshops for small groups. All respondents use manuals or texts containing regulations or "codes," created by outside professional associations or their in-house companies. In some cases, the respondents reported they were responsible for overseeing cross-training or participation in training programs outside the organization. For the most part the content of the training is specific to accounting and financial matters; however, some of the respondents also give their attention to training in personnel policies and procedures especially for new hires.

Work Planning

The manager of accounting department and accountant III cite long-term planning duties like setting up schedules and procedures. The accounting administrator also performs some long-term planning activities, but gives emphasis to such short-term supervisory responsibilities as giving directions to individuals. Only the accountant/department supervisor reports performing work planning that includes daily work schedules and securing "special" resources.

The nature of the accounting function requires careful attention to routine. It is not surprising that long-range planning is emphasized since routine policies and procedures would tend to eliminate the need for short-range planning decisions.

Group Management

Group management is a daily activity of all respondents except the accountant/department supervisor. Likewise, they all manage small groups. (The manager of accounting department says the department has 25 people, but there is regular interaction with only five of them.) Specific responsibilities include exchanging information, bringing people up-to-date, and giving directions.

While the respondents indicate they have group management responsibilities, they also indicate limitations on these activities. These limitations might be explained by the routinization of the accounting function and the managerial level at which the respondents operate. The accounting administrator reports never communicating expectations concerning goals. The accountant III reports never observing group performance to identify needed changes and seldom adjusting group plans.

Diagnosis and Counseling

All respondents evaluate the work of others. Additionally, the accountant III, manager of accounting department and accounting administrator focus on specific evaluation events (six month evaluation of personnel, evaluation of recruits). While the respondents indicate they are aware of individual problems and occasionally assist in working out "diplomatic" relations between employees, it does not appear that any of the respondents views diagnosis and couseling as a significant job responsibility.

Administrative/Policy-Making

Only the accountant/department supervisor cites significant policy-making responsibilities. Other respondents indicate they make suggestions but have no direct policy-making functions.

Daily administrative duties are reported by all of the members of the group. They indicate that they ensure that organizational guidelines and policies are followed.

Clerical

None of the respondents reports having significant clerical responsibility. The manager of accounting department and accounting administrator sign time cards or look over time sheets. The accounting manager checks coding daily or as needed using an accounting manual. The accountant/department supervisor reports doing filing and typing daily but for a very brief period of time. All respondents report having access to secretarial assistance.

Other Responsibilities

Significant responsibilities reported are computer programming (accounting manager), payroll (manager of accounting department) and budgeting for a division (accounting administrator).

Resources

All the respondents indicate that their content knowledge comes from formal education and/or training. They note that there is time and opportunity for them to attend training sessions during the year to increase their skills both in accounting/finance and management. In addition, they state that prior experience is valuable in the performance of their responsibilities. "People skills," "being able to deal with people," and "being able to work with others" are all mentioned as necessary skills.

Besides their own personal skills, respondents cite the assistance of other members of the staff as valuable resourses. Material resources for those in accounting positions include computers, manuals of policies and procedures, and reference materials related specifically to accounting.

As a group these respondents did not emphasize any single limitations. Among the missing resources mentioned by specific respondents were: lack of funding for sending employees to training sessions, too little time, and lack of support staff. One respondent stated that computer down time was a problem, and another indicated that while a computer was available, no training for its use had been provided.

Similarities and Differences

It appears that the most significant difference between these positions and teaching lies in the formalization and routinization of the accounting function. The work of these respondents appears to be characterized by the application of policies and procedures to specific situations. The interviewees indicate that they have many of the same responsibilities as teachers; however, the responsibilities of the accounting function are less varied and less intense than those of teaching. Both groups participate in instructing or training others, but the accounting respondents train in one-on-one or small group situations. Work planning and supervising others are responsibilities of both groups, but the accountants plan less frequently and supervise in the sense of overseeing others. The accountant respondents report giving directions but do not report keeping others on task.

Both groups indicate the importance of learning through experience. The accountants report having greater opportunities for their own training and for attending conferences. While the accountants report needing to solve problems with the equipment available for them to use on the job, teachers more often report the absense of materials and equipment to perform their work.

EMPLOYMENT CONSULTANT

The Employment Consultant places individuals who are handicapped or in need of job rehabilitation into job situations. The work requires contacting businesses to provide jobs and preparing individuals to successfully perform those jobs. Also included in this job category is the Employment Development Specialist who works with similar clients in sheltered workshops. The employee development specialist does not have the responsibility to contact businesses to provide jobs.

Instruction and Training

The responsibilities of the employment consultant include teaching job-seeking skills to clients. Twice yearly the consultant provides information to 60-80 people in a lecture format. In addition every two months the consultant conducts one and a half day workshops for 40-50 individuals. Other interactions with clients are performed on a one-on-one basis and are better described as counseling responsibilities. The development specialist meets monthly with groups of 14 - 25 to train clients in career planning and to acquaint them with community resources. The specialist also tests clients for purposes of career planning and provides information on a one-on-one basis.

Work Planning

The employment consultant contacts employers in order to identify those who are available to place clients in jobs. Planning activities therefore include setting goals for this activity (how many employers to contact, how many are likely to participate in the program, how many jobs will be involved, etc.). The consultant plans a time schedule to interview potential corporate participants, develops educational plans for clients, and monitors these plans on a weekly basis. The employee development specialist meets with a director every six months to update goals and plans and every quarter to review clients' case files, plans, and objectives. Like the consultant, the specialist provides plans for individual clients and works with supervisors and home monitors to evaluate the plans.

Group Management

The job incumbents identify no group management responsibilities. Although there is a supervision function, it is carried out one-on-one.

Diagnosis and Counseling

A large part of this job involves counseling clients. The consultant meets approximately once a week with the client to identify career goals and help solve problems for those who have been placed. Typically, these counseling interactions occur over a 30-90 day job readiness period and continue during a 30-90 day placement period. Similarly, the development specialist meets with clients to ensure that needed services are being received and that progress is being made in the development of vocational plans and job skills. The development specialist meets with clients approximately once a month until the individual is released from the program.

The consultant indicates that the counseling periods also serve a monitoring function. Clients are expected to conform to the responsibilities developed by the consultant, or they are eliminated from the program. The development specialist also uses the counseling periods for monitoring; however, this respondent emphasizes the need to direct the client toward mental health services rather than releasing the client from the program.

Administrative/Policy-Making

Being the organization's only incumbent in this position provides wide discretion in policy-making. The consultant sets policy for contacting corporate participants, determines entrance criteria for clients, and sets attendance policy for clients.

The development specialist helps plan organizational goals, makes suggestions for policy revisions, and writes procedures for accomplishing policy revisions. In addition, the specialist works with others to coordinate budget allocations.

Clerical

Both the consultant and the development specialist are expected to keep records of activities and client placements. The respondents report spending time entering information on the computer. This activity is self-initiated. The development specialist reports that the "paper work is repetitious and boring."

Other Responsibilities

Because the consultant interacts frequently with the business community, the position carries a public relations function. The employment consultant is responsible for carrying the image of the home organization to business and corporate contacts.

The development specialist also has a public relations function. While less formal than that of the consultant, the development specialist works to maintain a positive image of the organization and its clients. In addition, the consultant publishes a newsletter with job tips for employment. This respondent also participates in several volunteer organizations as part of professional responsibilities.

Resources

The most valuable knowledge and skills for this position are attained through experience. The respondent indicates that previous business experience gained through owning a small business has been particularly beneficial. Actual experience on the job tends to come through the "school of hard knocks." The respondent reports being self taught in many of the activities of the job. Knowledge of sign language is an additional skill.

The development specialist has had previous job experience as a public school teacher and has educational degrees in both teaching and counseling. This individual also cites job experiences as providing essential knowledge and skills.

The consultant cites the following as useful resources: secretarial assistance, support from other staff members, print materials, and opportunities to travel for workshop attendance.

Time is cited as a needed resource. In addition, the respondent feels that another trainer is needed. Since the respondent is the only incumbent in the position, there is little opportunity to interact and share with another with the same job responsibilities. The respondent feels this lack of interaction is a limitation on job resources.

The development specialist tells a very different resource story. The most frequently cited available resources are other staff members and agencies that support clients in various ways. Other resources are lacking. The development specialist cites the need for secretarial assistance, print materials, equipment, transportation, time, and money. This respondent says that a secretary and bettter typewriter would cut down on the boredom of paper work and allow more time to be spent with clients.

Similarities and Differences

These jobs are similar to teaching in that they share a similar purpose, i.e., planning and developing skill acquisition and changing attitudes and behaviors. Both participate in developing goals for individuals and for planning activities that will lead to those goals. The major difference lies in the fact that the employment counselor and employee development specialist work with individuals in one-to-one settings while the teacher works with individuals in class settings. Moreover, the consultant assumes the cooperation of the client and may reject those who are unwilling or unmotivated. The development specialist refers the uncooperative or non-productive client to another agency. Teachers are expected to develop motivation and are further expected to work with those who are uncooperative. The consultant appears to possess the print materials and equipment necessary to perform to job; the development specialist and teachers frequently report a lack of these resources or the need to create them themselves. While the consultant and specialist seem to rely on colleagues about as often as do teachers, the teachers rely on outside assistance less often. Like teachers the incumbents of these jobs say they lack the time to accomplish all their responsibilities.

MANAGER OF PROCESS DEVELOPMENT

There is one respondent in this roll, and the work performed is that of management/supervision in the area of electrical engineering.

Instruction and Training

The incument performs all training activities on a one-on-one basis. Newly hired employees meet with the manager of process development once a week for orientation and training. The content convered includes information concerning the requirements for the job and semi-conductors and wafer (microchip) processing.

Work Planning

Work Planning is a significant aspect of this job. New programs are begun every six to nine months for a year each. During each program period, the manager of process development is responsible for improving the cost efficiency of the wafer process. In addition, this manager uses computer simulation to diagnose problems and assigns problem-solving tasks to staff engineers.

Group Management

The respondent reports typically overseeing a group of four individuals. Every six months the manager surveys the company personnel to determine needs and work-flow problems. In addition, the manager schedules work programs and designs schedules to meet production goals for commercially feasible processes.

Diagnosis and Counseling

Within this area the incumbent reports diagnosing and solving problems with wafer processing and its related technology. In regard to diagnosing and counseling the employees, the respondent is responsible for a six-month formal evaluation of those supervised. These same four individuals are also informally evaluated every month. The respondent also includes directing staff to solve problems in this area of responsibility. Apparently, there is an interpersonal interaction involved here that is more significant than merely creating a work schedule.

Administrative/Policy Making

The respondent reports no responsibilities in this area. The immediate supervisor, who is the division manager, and members of the personnel department are named as resources for this function.

Clerical

The incumbent is responsible for recording and documenting all information and calculations in an engineering notebook. This activity is performed on a weekly basis. No other clerical responsibilities are performed.

Other

All of the previous activities are related to work performed within the department. In addition, the incumbent is responsible for cooperating with members of other departments to ensure that there is an "interface" between employees and work performed.

Resources

Most of the knowledge and skills needed for this job are gained through formal education. In addition, the incumbent has twelve years of experience on the job. This on-the-job experience is especially important in the areas of work planning and diagnosing problems that arise in the projects. Finally, management and supervision skills are developed in week-long workshops conducted by a national training corporation. The respondent reports going to these workshops once a year.

Resources available for the technical aspects of the work include the engineering library and the computer. The respondent says that extensive computer software is available to all the employees. The incumbent lists the engineer's notebook as a source for procedures and notes that the personnel department provides assistance in most of the job areas. In addition, the incumbent's supervisor serves as a resource particularly in the area of administration and policy making.

Similarities and Differences

While there are some similarities between this job and teaching, the highly technical character of the position tends to highlight the differences. The manager of process development is responsible for training, but this training is performed with a limited set of purposes and in a one-on-one situation. Work planning, group management, and diagnosis and counseling are essentially scheduling activities. While the incumbent in the position is responsible for overseeing that work is accomplished, the workers who are supervised are themselves professionals. It is necessary to monitor work in progress, but it is not necessary to keep the workers on task. Interactions with employees are in the nature of combined problem-solving activities.

This respondent reports having all needed resources.

Mechanical and print materials are available. Unlike the policy in most school districts, this incumbent is encouraged to take time away from the job for personal skill development. In addition, the incumbent's own supervisor and the personnel department are depicted as resources. The equivalent positions in schools are often viewed as intrusive and obstructive by the classroom teacher.

Finally, the respondent expessed no need for more time. It is likely that the technical and procedural aspects of the job reduce the high levels of interactions and the high variability of situations that tend to characterize teaching.

PUBLIC INFORMATION OFFICER

There is one respondent in this area. The respondent works for a government agency and generally describes the work as that of an environmental planner and field respresentative for a specific government program.

Instruction and Training

The respondent indicates participation in two types of training activities. For about eight hours every four months the incumbent performs one-on-one training for support staff employees. For the most part these activities are on-the-job training activities for secretarial use of the word processor. Other training activities are informational meetings with groups of ten to thirty. These meetings occur approximately once a year and serve to explain the agency's environmental plans. While one may expect a public information officer to attempt reaching large numbers of people, this incumbent does not do so through face-to-face interactions.

Group Management

The public information officer performs group management for one part-time and two full-time secretaries. This responsibility requires the respondent to perform on-going observation and monitoring of activities, scheduling of project work, and occasionally assisting with problems that arise within project time. This responsiblity requires very little of the respondent's time. Taking disciplinary actions or performing evaluations is not part of the respondent's job function.

Diagnosing and Counseling

When a large document is being prepared, the officer monitors the work that is being programed on the word processor. Approximately once a year it is necessary to meet with the computer programmer to discuss needed program changes.

The incumbent describes no diagnosing or counseling of individuals.

Administrative/Policy Making

While the agency director makes the final decisions about policy changes, the incumbent reports providing suggestions. Moreover this incumbent reviews and critiques the policy manual in preparation for its five-year revision.

In the area of planning, the incumbent is responsible for planning the collection of special census data. The information officer coordinates the agency planning committee which meets once a month. In addition, this individual provides facilitation for the meetings of two different advisory committees, one meeting once a month, the other six times a year.

Clerical

The public information officer performs many clerical duties typically when secretaries are out or when their time schedules are full. The incumbent is responsible for answering the phones when the secretaries are out. Approximately half the typing and copying cannot be assigned to secretaries and must be completed by the incumbent. The incumbent also keeps mailing lists up to date and collects money for office birthday cards and gifts. In addition, some limited time is spent ordering non-routine supplies, filing, and preparing committee minutes.

Other Responsibilities

The incumbent is responsible for carrying out many of the coordinating activities for an agency program. This responsibility requires telephone contact with a variety of employers and development of promotional materials for the program.

Resources

Knowledge and skills for the job were acquired through formal education in the physical sciences and on-the-job training. While the respondent has adequate resources in the form of library materials and agency guidelines, many other resources are limited. Time is definitely a problem. Although the agency director is available to assist in setting priorities, time is usually short. In emergencies, additional secretarial services may be hired; however, the ordinary situation generates more clerical activities than can be handled. The incumbent reports that the copier often fails and supplies are so slow to arrive that they are sometimes purchased out of the employee's own pocket.

In the sample, this job is unique because the position is entirely funded through grants. This feature results in two specific circumstances. First, there is no job security. The position is funded from year to year, and the existence of the job itself is not guaranteed from one year to the next. Second, there are no personnel evaluations. Thus, there is no formal mechanism for evaluating the performance or creating improvement.

Similarities and Differences

This Public Information Officer does not perform instructional activities in ways that are similar to teachers; however, the incumbent reports meeting with groups and performing facilitation and leadership activities for them. Therefore, the purposes for the group interactions differ from those that typicaly occur between teacher and students. This incumbent, like most teachers, is responsible for preparing informational materials and for some clerical activities. Teachers ordinarily perform work planning and group management activities for larger groups than does the incumbent in this job.

A general lack of material resources tends to characterize both positions. Both teachers and this incumbent report occasionally spending their own money for supplies. Both report a need for more support services, better equipment, and more time. The Public Information Officer describes the agency director as a resource rather than an administrator.

While job security is not central to this analysis, it should be mentioned that annual grant funding eliminates the guarantee that the job will exist the next year. After an initial probationary period, teachers are generally secure in their jobs.

STOCK CLERK

In the Stock Clerk category there is one respondent. This job in a retail establishment, and the incumbent is responsible for receiving, storing, and shipping retail items.

Instruction and Training

This incumbent is responsible to train new hires concerning store policies and stock room layout. This on-the-job training is performed in one-on-one situations. The responsibility is infrequently performed because there is very little turn-over in the department.

Work Planning

The respondent reports developing the weekly shift schedule and making daily assignments of duties. These duties are performed within the constraints of store needs and budget. Moreover, there are non-routine events, such as special sales, that need to be incorporated in the stock room schedule.

Group Managment

This incumbent oversees one part-time and three full-time employees. With the exception of scheduling, there are no managerial responsibilities. On occasion the operations manager requests a report of performance. These informal requests are the only participation in the evaluation process.

THE INCUMBENT REPORTS NO RESPONSIBILITIES IN THE AREAS OF DIAGNOSING AND COUNSELING AND ADMINISTRATION/POLICY MAKING.

Clerical

On a daily basis the incumbent is responsible for recording the manifest of incoming stock and merchandise transfer.

Resources

In addition to a high school diploma and experience in the military, the respondent experience on the job. This specific knowledge includes equipment usage, store policies, and departmental budget constraints.

Interestingly, this respondent is the only non-teaching reporter who speaks of attitudes as job resources. This incumbent lists "attentiveness and caring about the work" as job skills.

This respondent lists department managers, operations managers, and equipment as resources. There are no resource problems.

Similarities and Differences

The work of the stock clerk and the teacher are essentially different. While the stock clerk performs some training, work planning, and clerical reporting, these activities are overwhelmingly different than those of a teacher in such areas as: numbers managed, purpose of activity, and variety of daily activities.

While the stock clerk reports having all necessary resources, large numbers of teachers report having problems with both the quality and quantity of resources.

Of all the interview respondents, only the stock clerk is like teachers in stating the importance of positive attitudes toward the job.

BOOKKEEPER

There is one bookkeeper respondent who works for a non-profit making organization.

Instruction and Training

When new staff members are hired, the bookkeeper is responsible for on-the-job training in how to do payroll, recordkeeping, and filing. In addition, the incumbent trains the newly hired to use the computer. The work is performed on a one-on-one basis.

Work Planning

This bookkeeper plans own work and also plans procedures for increasing the efficiency of keeping attendance records and store receipts. Attendance and other payroll records are kept daily and store receipts are kept weekly.

THIS BOOKKEEPER HAS NO RESPONSIBILITIES IN THE AREAS OF GROUP MANAGEMENT, DIAGNOSIS AND COUNSELING, OR ADMINISTRATION/POLICY MAKING.

Clerical

For the most part, this is a clerical position. The incumbent reports recording sick and vacation leave, billing jobs, and requests for back wages for some clients. These reports are done in addition to regular payroll and store receipt records. When non-routine activities require, the bookkeeper also answers the phone and does limited typing.

Resources

The incumbent gained skills through formal schooling and previous experience as an auditor's assistant. Moreover, the organization sent the incumbent for training in the main office in Washington.

The most significant resources include: instructional manuals, written guidelines, and the policies and procedures books. As a resource problem the respondent reports that sometimes the computer breaks down, but suggestions for repair and improvemnt are acted on quickly.

Similarities and Difference

In terms of this study, there are essentially no similarities between teaching and bookkeeping. Both keep records, and the bookkeeper is responsible for some training. However, neither of these activities are performed for the same purpose nor are they performed under similar conditions. Since responsibilities vary significantly, it is not surprising that resource needs also vary.

PERSONNEL/HUMAN RESOURCES

There are four respondents in this job category. They are:

- Personnel Manager
- Personnel Specialist
- Human Resources Director
- Employment and Employee Services Manager

These individuals are responsible for overseeing and/or administering all of the typical personnel services including: recruiting and hiring, EEO compliance, employee relations, benefits, wage and salary packages, training, accident prevention, counseling, etc.

Instruction and Training

All four of the respondents report performing instructional activities. The frequency of the training activities ranges from once a week to quarterly. The personnel specialist does training once a month for all department supervisors. This training is intended to communicate changes such as new evaluation forms or government regulations. The human resources director trains staff members once a week concerning similar topics. The size of the organization seems to determine the frequency of training and the audience with larger companies requiring training for personnel staff members. The training groups range from 15 - 30 in size.

Both the personnel manager and the employee services manager report performing one-on-one training for newly hired individuals. It should be noted that all four respondents are managers. They have training responsibilities for their own departments; in addition, their departments also have a company wide training responsibility.

Work Planning

For the most part, all four of these respondents report performing work planning for themselves but not daily for others. What they describe as work planning is long-range project planning. The personnel manager reports being the final authority in planning the scope of the position. Moreover, this individual reports being able to delegate tasks to subordinates. The personnel specialist performs long-range planning for purposes of evaluation and yearly policy planning. The human resource director plans quarterly goals and also performs planning activities in preparation for the newsletter and posting rewards. This individual also schedules the activities of a secretary and an intern. The employee services manager performs monthly planning activities concerning: introducing a new computer program, policies and procedures, contract renewals, etc. The individual is responsible for preparing monthly reports in these areas.

All the respondents mention using time management skills to schedule their own activities.

Group Management

The personnel specialist reports having no responsibilities in this area. The personnel manager supervises a group only through the formal evaluation process. However, this interviewee reports affecting group management by participating in executive committee meetings and department manager meetings. In the area of group management, the human resource director mentions only participation on the task force responsible for opening new business cites. Only the employee services manager reports performing direct supervision on a daily basis and that is of seven individuals. In addition, this individual performs formal performance evaluations semi-annually.

Diagnosis and Counseling

The personnel manager reports having no responsibilities in this area. The human resource director and the employee services manager perform diagnosis in the form of needs assessments but appear to do no counseling. Both these respondents report using an opinion survey. The human resource director oversees others when they do training and observes others to determine needs. The employee services manager reports monitoring the work of others by checking the materials that come across the desk. Only the personnel specialist performs counseling activities. This interviewee reports frequently using the expression "calm down." Direct counseling is used to establish performance goals, and this position is the second level of the grievance procedure.

Administration/Policy Making

The personnel manager reports having no formal responsibilities but some degree of influence in this area. The employee services manager also has little responsibility here but does suggest changes on the basis of the annual benefit survey. On the other hand, the personnel specialist meets with the president and executive committee and is responsible for developing a policy manual and evaluation forms. The human resource director participates on the executive committee that develops standards in the following areas: absenteeism, uniforms, hiring practices, termination policies, and discipline.

Clerical

Neither the personnel manager nor the employee services manager perform clerical duties, but both oversee secretarial staff members. On the other hand, both the personnel specialist and the human resource director do some typing, filing, and memo writing.

Other Responsibilities

Both the personnel manager and the human resource director make the annual budget for their departments. In addition, the human resource director is responsible for the preparation of video training materials - writing scripts, ordering equipment, etc. The personnel specialist coordinates several special activities including: awards presentations, Christmas party, the company car wash, and the Special Olympics. The employee service manager has the general responsibility for increasing the company's overall efficiency. Most recently, this individual developed a computer program to automate the performance evaluation system.

Resources

All four of the respondents report gaining their knowledge and skills through on-the-job experience. In addition, they have all participated in company sponsored workshops either on or off-site. Both the personnel specialist and the human resource director have college preparation for their work.

In terms of other resources, the individuals' reports vary significantly. The personnel manager lists several individuals, both peers and supervisors, as available resources. In addition, this respondent reports having time and budget enough to meet the job responsibilities. In the area of resource needs, this individual reports a lack of manuals and written guidelines. The personnel specialist emphasizes co-workers and managers as valuable resources and values the availability of the computer. However, time and secretarial support are lacking. The human resource director has resources in the form of a network of people and also sufficient policy manuals. What this individual lacks are recruiting materials, office machine repairs, and a computer. Like all the others, the employee services manager values other managers and supervisors as a resource. This individual lists no resource needs stating that while the computer sometimes goes out, it is quickly repaired.

Similarities and Differences

The greatest similarity between these positions and teaching is in the area of training and instruction. While these respondents report having significant responsibilities for training, they do not train as often as do teachers. Moreover, they do not have difficulties with keeping others on task. For this function, these respondents generally have all the material resources they need (Only the personnel manager reports needing manuals.).

In the other responsibility functions, these positions are very different than teaching. Work planning is almost always of a long-range goal-setting nature. Group management is limited, and only the personnel specialist performs counseling that is equivalent to teaching. On the other hand, all these respondents except the personnel manager have administrative and policy making responsibilities far exceeding those of teachers.

As with many other positions in this study, these individuals value their supervisors as resources more often than teachers value their administrators. Other resources appear to be generally more avaiable to incumbents of these positions than they are to teachers.

GROUP DISCUSSION- TUCSON INTERVIEWERS
July 25, 1985

ROLES & WORK PROCESSES

General Comments

One teacher characterized teaching as "four walls and a ceiling and a life regulated by a bell."

"When I'm teaching, I want an audience. I'm not against 'interacting' with students, but I want them to know that I really work at getting ready for a class -- that I've rehearsed what I'm going to do and that I'm good at it."

Management & Counseling Roles

Although teaching and many of the other positions studied involves "management", we found that the managerial responsibilities of teaching are different from those of other occupations studied with respect to the following:

1. Number of people & activities managed - "The orchestration of teaching is unique. That's the big difference. We have to be masters of a three-ring circus."

several interviewees were inordinately proud that they managed three or four others

the closest parallel to teaching was probably the news director, who commented that he had to be able to listen to several people at once and pay attention to several developments at once

managers in other jobs don't have to spend large amounts of time keeping their subordinates "on task":- this is a constant demand on teachers

2. Sanctions/types of influence over those managed - The employment consultant noted that she never had trouble with her clients "because they know that if they don't do what I tell them, they're out the door."

"You can spend all your time kicking yourself or explaining to others why you can't accomplish more because you don't have the resources you need -- which may be true -- or you can get on with what's really the most important thing which is getting your students to enjoy the process of learning and wanting to learn."

3. Nature of relationships with those managed - "When most of the people we interviewed deal with questions from the people they manage, the questions are almost always 'on task': they're about work, they're not diversions from work. But kids' questions can come from anywhere. When a first grader asks you, 'where does poop come from?' or a tenth grader asks you how she can tell whether she's pregnant or not, you don't ignore the questions. They may not have anything to do with 'work', but you've got to answer them."

"The people we interviewed -- those with managerial responsibilities -- were supposed to stay as far away from their subordinates' private lives as possible. We don't have that luxury. If a child spends all day shivering because her parents don't have enough money to buy her a sweater, or if she can't see the blackboard because of poor eyesight, or if she's worried sick about whether she's pregnant or not, she isn't going to learn much math. So you spend time sending notes home to parents to collect used sweaters, you keep after parents to get their child glasses, and you make time to talk with the girl who's worried about maybe being pregnant. We take on those roles because we're not going to get any teaching done unless we do. The attitude is, 'If we don't do it, nobody will.' Years ago, a lot of that was done in scouting or by the church, but not now."

Several teachers echoed those remarks, but some said that they "took on" such roles, while others said that those roles were "dumped" on them. Asked whether those choices of words reflected different attitudes, one teacher said no: "We don't have any choice about taking on those roles. We can't get any teaching done unless we pay attention to the special needs of our students. That's what we mean when we say that they're "dumped" on us. But no one tells us we have to get our kids sweaters or make sure so-and-so gets glasses. We have to look for those things and decide for ourselves when we need to do something special for a particular kid. So that's what we mean when we say we "take on" those roles. It's not part of our formal responsibilities, but we can't get our formal work done unless we do it."

"It's our job to get the kids to learn regardless of what it takes."

"You have to keep after them. A doctor says take a pill, and if you don't it's your problem, not the doctor's. If our kids' problems don't get solved, it's our problem as much as theirs."

"Lots of parenting gets done in school. If parenting isn't done at home, I fill the vacuum."

"Philosophically I accept all this, but emotionally I feel dumped on."

Another teacher agreed but noted, "It's also one of the parts of the job that makes you feel you can really make a difference in someone's life. I didn't get the sense that the managers we interviewed or the people who had clients had many chances to have that feeling."

"Establishing rapport -- learning to like each and every kid -- and some of them aren't particularly likeable at all -- that's critical in this job."

One teacher considers her students' safety -- physical and psychological -- an important responsibility. At the beginning of each school year, she sends a letter home to her students' parents outlining her goals and objectives for the coming year, and safety -- not just keeping them safe, but making students feel safe and confident about school -- is always a major emphasis of the letter.

"The other side is the emotional rewards you get when you see that light go on over their heads when something 'takes'. You don't get that real charge in other jobs -- or at least not in the jobs of those we interviewed."

One teacher noted, "In teaching you can't exchange your product. You can't "make a new one". If you make a mistake, it can have a lasting effect on your students' lives.

Decision-making and Experimentation

Asked "how do you make decisions?", teachers replied:

"Past experience."

"You try to decide what's going to be good for the most kids, then you try to find something special for the 'peripheral' kids."

"You brainstorm ideas -- with yourself -- with the kids."

> "You gather as much data as you can and then try to act on that."
>
> "You work by a process of elimination in going through text materials -- 'This won't work, that won't work' -- and you rely on past successes to figure out what probably _will_ work."
>
> "One of the things that makes teaching complicated is that your decisions aren't made all at the same time. Some of your plans are annual, some are for the semester, some are monthly, weekly, daily. And a lot of planning is minute-by-minute. Discipline decisions are usually spur-of-the-moment; curriculum decisions are usually more long-term but even they keep changing. It's difficult to keep all your plans straight."
>
> Asked about spur-of-the-moment decision-making and the frequent suggestion that teachers' decision-making is "intuitive" and based on nothing more sophisticated than the feeling that "something feels right", one teacher responded: "I like 'It feels right.' That's a _good_ answer."
>
> "It's good when you have the self-confidence to switch gears quickly. One day several of the kids in my [junior high school] English class were fighting. I could have tried to stick with my previous lesson plan, but then I would have had to treat the incident as a major discipline problem and I probably would have lost the class. So I switched gears and started talking about synonyms for the word 'fight' and how different words had slightly different meanings, different feelings. We talked about which words best fit different students' feelings about the classroom fight. Sure, I didn't accomplish what I meant to accomplish in that session, but I did a good job. We had a good session on values clarification. And the next day I gave a quiz on synonyms and discovered that the concept had really sunk in."
>
> "The first year [I taught] I knew what the right decision was in _every_ case; I didn't have any doubts about what I should do. I've been teaching for twenty-one years, and now I have a pretty good idea what I might _try_ first, but I _never_ know for sure what the right decision is. And I don't apologize about it. I'm a damn good teacher."

The preceding comments led to a discussion of experimentation and innovation in approaches to teaching:

PR person gets status from innovation -- success is measured by how many dollars are brought in

Public sector accountants followed structured procedures -- like teachers, they aren't expected to innovate -- unlike teachers, they don't have to.

"There's a big difference between what you're taught in college and what you find when you start teaching. In college, you're given the "supposed to's"; you're never taught to challenge them. But when you start teaching, that's what you have to do."

"Experimentation is a dirty word in teaching. It brings parents out of the woodwork. 'How dare you treat my child as a guinea pig! Just stick to what works.' But we experiment every day; we have to. Every situation is new, and you always want to find a better way of doing things."

"Some kinds of experimentation are OK. It's OK if you have a "big-R" Revolution: if the new idea has a program title and administrators control it, it's good. But "little-r" revolutions -- new ideas that a teacher wants to try or that a group of teachers informally want to try -- they're not OK. If you don't have a program title on something new, it's not acknowledged."

"Creativity is limited td the embellishments we can slap on the [curriculum] material we're given."

Another teacher, while not directly disagreeing, said that the administrative controls really weren't all that effective or tight: "It's convenient not to have such strict limits. It allows you to use your imagination. It's real important to me to have 'wiggle room'".

"Being creative is a big part of the job. We're artists."

"Teaching isn't just teachers giving kids information or help. It's important that they learn how to find answers for themselves. That's one reason why it's good for us to experiment and try new things, even if we fall on our faces sometimes. We're teaching them that learning is searching and sometimes searching means making mistakes."

RESOURCES

General Comments

"We're creative in the resources we use; what resources you don't have, you make up. You invent them."

"Teachers have to create their own resources from nothing."

"We changed the acoustics in the band room by gluing egg cartons to the ceiling."

Skills & Skill-Acquisition

Like teachers, the news directors had to "pick up" their knowledge and skills on the job -- no special training programs or remedial programs.

The engineer commented that his college training wasn't of much practical use -- he thought it would have taken him about two years to pick up enough job skills to be really worth something to his employer, if he hadn't had on the job training.

One teacher noted, "My first year of teaching was a baptism by fire. It was one of the most horrible, disgusting, degrading experiences imaginable."

Another provided a telling contrast: "My first year wasn't traumatic at all. I had gone to school in Tucson. I was assigned to teach in the junior high where I been a student and most of the faculty members that I had had as teachers were still teaching there and now were my colleagues. They all took me under their wings and showed me the ropes, and it was an exciting year."

"Schools provide all sorts of special remedial programs for students, but none for teachers."

Members of other occupations reported sessions of on-the-job training and attendance at conferences. "The district offers meetings but a teacher has to use planning time to attend them. Often, we can't attend because release time or money for substitutes isn't available."

"The urge to improve yourself as a teacher is stifled."

Mentors? "You get more-experienced teachers helping less-experienced teachers informally, especially in elementary schools with first-year teachers."

Principals? "I could talk about problems with the principal I had last year, and I learned a lot from him. I could admit that I had really messed up on something and we could talk about how I might have handled the situation differently. But I'd never talk about problems with the principal I have this year. He would "write me up" and stick negative comments in my personnel folder within the hour."

Feedback and Information

The preceding comments led to a broader discussion of feedback and information. One subject was whether (and how) teachers know when their efforts have been successful:

> "Sometimes you have no idea whether anything you've said or done during the day has "clicked". It's not like other jobs, where you can see the results. My father is a demolition expert. At the end of the day, he can look at all the rubble and know he's done a good job. But when I look at my rubble, I'm never sure."
>
> "You have to listen to them [students], I mean really listen, and they'll tell you what they like and what will 'click'".
>
> Another teacher added: "The other side of the coin is that the kids sense it when you don't know what you're doing, and they let you know that they know ... and that's the pits."
>
> "I've been teaching elementary school for sixteen years. The kids I had in my first year are now past college age. Some are in prison and some are studying to be lawyers or doctors. Which one's are where they are because of something I did or didn't do?"
>
> "I teach gym in junior high and coach in senior high, so I can see some of the same kids over several years time. It's really satisfying. I can see some of the older ones using skills I taught them when they were younger."

To what extent do administrators provide helpful feedback and advice, through formal or informal communications?

> One personnel director reported that performance evaluation was extremely helpful in learning the job. A news director called evaluations "a learning experience".
>
> The teachers interviewed noted that teachers weren't evaluated on goals and objectives -- either those set

by the district or those they themselves had set.

In one school, all teachers have to give the assistant principal their lesson plans for the following week on Fridays - "If someone was going to give real feedback on the plans, teachers probably wouldn't mind; some of them would really appreciate it. But you know no one's going to spend their weekends reading lesson plans. They just make you fill them out to make you think you're being watched. One teacher, every week, wrote in in the middle of each lesson plan, 'I'll buy a steak dinner for you if you actually read this,' and no one ever said anything to him."

"It's hard to take criticisms seriously when you know you know more about teaching than your supervisor."

One year, one teacher's evaluation noted (under "needs improvement") that she needed "fewer [student] failures" -- "I was trying to maintain high standards and wasn't going to pass someone who hadn't really worked, but I said, 'You want me to give D's instead of F's, fine. I can fix it so I have fewer failures. The principal said, 'No, no, that's not what I mean ...' but he never said what he did mean."

Another year, the same teacher had a "needs improvement" comment that read, "dark, uncolorful classroom": "I had an interior classroom without windows -- a classroom that needed paint -- and he had the nerve to criticize me for having a dark, uncolorful classroom! I did make it more colorful, though. I used my own money and went out and bought some posters of windows looking out into gardens. Instant windows!"

Commenting on the negative comments that several members of the group were making about evaluations, one teacher remarked, "If evaluation were treated differently, we would think of it differently. Everyone wants to improve and would like feedback on how they could improve, but that isn't how evaluations are treated here. They're used to play 'gotcha!'"

"I haven't gotten an evaluation in two years. I've got more experience than most of the other teachers in my school, and the principal doesn't have enough time to give all of us really thorough evaluations so he passes over those with more experience who don't seem to be having any particular trouble. Nobody likes the arrangement, but everyone understands and accepts it."

"I got a beautiful evaluation -- the comments were

> really glowing -- it was so beautiful it almost made me cry. The only problem was that she [the principal] had never set foot in my classroom the entire year. She had no idea what I was doing."
>
> One teacher commented, "My evaluation was based on room cleanup." When asked what that meant, she said that the principal had allotted x number of minutes for visitations in each teacher's classroom and had a schedule of when he would visit each teacher. When he arrived (unannounced) in this teacher's classroom, she and her students were cleaning the room. Rather than adjusting his visitation schedule and coming back some other time, the principal "observed" the room cleanup and based his entire evaluation on that visit.

To what extent is information or advice from other teachers useful? Can't teachers take advantage of each other's strengths and compensate for each other's weaknesses by working together?

> "It really does help when you can work together in teams. Something as simple as getting supplies from the office is much easier when you're working together; the same things can be real headaches when you're by yourself."
>
> "Brainstorming with other teachers charges you. You feed on each other's ideas. You get excited about trying new things."
>
> "It helps you maintain some perspective when you can talk with an adult. That's no small thing when you consider that teachers usually spend almost all of every day talking with children."
>
> Another teacher stressed the value of the knowledge that previous teachers have accumulated about one's current students: "what sorts of problems different kids had and what sorts of approaches 'worked' with which kids" -- she called the knowledge a "decision--making resource".
>
> Other teachers agreed with that comment. They noted how important it is, for that reason, that teachers have the time to "trade notes" about students -- several noted that the barriers to communication among teachers often prevented them from learning things they should have known about particular students.
>
> For example, one female gym teacher who prides herself

> on being able to work well with "tough" kids spent nearly an entire year "getting nowhere" with one student who was a constant discipline problem. Toward the end of the school year, she learned from some other teachers that the boy's father had left home when he was a child and that the boy had always had problems with female authority figures. "There was no reason why he or I had to be put in that position. He could have been placed in the other gym teacher's class -- the other teacher is a male -- and neither of us would have had to spend the year locking horns. He needed a male authority figure and he didn't need another woman giving him directions. I should have known about that boy's background, and if teachers were encouraged to spend more time talking about their different students' problems, I would have known about his background."

These comments led to a general discussion of the extent to which teachers have access to each other's knowledge:

> "It depends upon your building administrator. Some encourage it. Others discourage it; they feel threatened when someone 'talks behind their backs.'"
>
> "Networks among teachers are threatening to administrators, if the administrators haven't initiated them or don't control them."
>
> "My administrator encourages teachers to work with each other. It's one of the things that makes my school such a good one."
>
> "There are varying degrees of paranoia among administrators about teachers talking with each other."
>
> "We tried and couldn't even work out a way to coordinate the continuity of programs between junior and senior highs."
>
> "There's a lack of attention to team-building. In fact, factions are encouraged."
>
> "There's very poor socialization -- to the building, to equipment, to written procedures. You just have to pick those things up as you go along. I didn't even know for several years that I had a local room budget."
>
> "The Association is one of the few forums teachers have for discussing new teaching ideas. Whatever the association meeting is about, teachers wind up talking about teaching techniques and trading ideas."

> The teachers noted that collegial contact isn't intentionally created in other jobs, any more than it is in teaching, but it's accepted and considered an important part of the job.

The teachers we talked with also discussed feedback from parents:

> One teacher has parties for all the parents of her students early in the year -- she considers it part of her job to educate them as to what to expect -- and to "train them to give me strokes when I deserve them. I got tired waiting for my principal to come into my room and say 'you're a damn fine teacher.' I just don't expect it from them anymore. But it's important to me to hear from parents when something is going well and it's important to me that the know I'm doing a good job. I train my students to let me know as well."
>
> One teacher noted that the employment consultant sets her own job expectations, and takes the process seriously -- she looks for guidelines by contacting other agencies and getting job descriptions and procedures manuals and comparing them with her own situation -- then she "educates" her superiors as to what they could and should expect from someone in her position, much like the teacher who says she "trains" her students' parents to give her feedback.

These comments led to a discussion of the public's attitudes toward teaching and the propriety or impropriety of teachers soliciting positive feedback:

> One teacher commented: "Everyone's an expert on education. Everyone's been in school and everyone thinks they know what does and doesn't work. Parents feel qualified to tell us how we should be teaching. All the people we interviewed thought they knew what teaching was like. I tell people, 'You're an expert on studenting, not teaching.'"
>
> When we mentioned that one state was planning to give certification to those who complete a two-week training session, one teacher remarked: "Yeah, and in a month you can become a surgeon!"
>
> "When we do a fine job, regardless of what criteria are used, we rarely get recognition. It's like cleaning house. You work hard and get a clean house and that's about it."

"There's a docile female culture in teaching. We wait for someone else to give us strokes. The attitude is that it's not proper to advertise. We ought to be advertising what an important job we do. The other people we interviewed were committed to their jobs and thought what they were doing was important. And they wanted other people to know it. Among teachers, the attitude is 'we're supposed to help children learn and grow, so we can't claim any special credit.'"

These comments led to extended (and repeated) discussion of the NEA RA's refusal to pass a resolution calling on greeting card companies to prepare "National Teacher Day" cards -- linked to passive "we shouldn't seek recognition" attitude.

The group members noted, by contrast, the attitudes of the people they had interviewed. Their employers work hard to convince them that their work is important: "Our 'company' doesn't let us know [our work] is important. Goldwaters values that stock clerk and lets him know it. As a teacher, you're just a warm body they can replace with somebody who costs less.

One teacher notes that in the past, she used to be almost apologetic when someone would ask her what she does for a living or why she chose to be a teacher. "I used to say, 'I'm just a teacher.' (I might not have actually said the word 'just' but the apologetic tone was there.) I would talk about how I like the working hours and how I like working with children. Now, even when I'm talking to a stranger in a supermarket checkout line, if they ask me those questions, I'll tell them, 'I'm a teacher because it's one of the most important jobs anyone could ever hold and I'm damn good at it."

Another teacher expressed resentment "that we have to plot strategies to win respect".

The teachers were impressed with how important those they interviewed thought their jobs were -- and how employers seemed to cultivate that sense of importance:

Time

Members of the group had a variety of comments about time as a resource and how it is used. Comments not already noted above include:

The teachers commented that the people they interviewed rarely spent 5 straight hours "on task". Those they

> interviewed were expected to talk with colleagues and take breaks from work.
>
> "The people we talked with all said that time was a problem for them, but when we asked them what they meant, it was always that they could get more done if they had more time. They always had enough time to do what they had to do."
>
> "The people we interviewed were committed to doing a good job and would spend a lot of their own time at work, just as teachers do."
>
> "Our control of time is limited. Our business can't wait. You can't hurry things up like you can in other jobs. You have the kids for a certain amount of time. You can't get things done early and then take a break."
>
> In addition to be limited, time is also an unpredictable resource: "I have to sign up for a VCR six months in advance and then they call an assembly and all my plans are shot."

Community "networks"

One parallel with other jobs that group members drew concerned "information networks" that extend beyond one's immediate workplace:

> "The networks or contacts with the community that teachers establish are never recognized."
>
> Like teachers, news directors, employment consultant & personnel directors rely on personal networks of contacts for job-relevant information -- unlike in teaching, establishing those networks is seen as an important and proper part of those persons' jobs.
>
> "My administrator says he wants us to establish contacts outside the school. This past year he had teachers go out in teams to other schools to look at innovative projects. We went out unenthusiastic and came back excited -- we wanted to try some of the things we saw happening in other schools. But our administrator felt threatened and discouraged us from actually doing anything."

Money & Material Resources

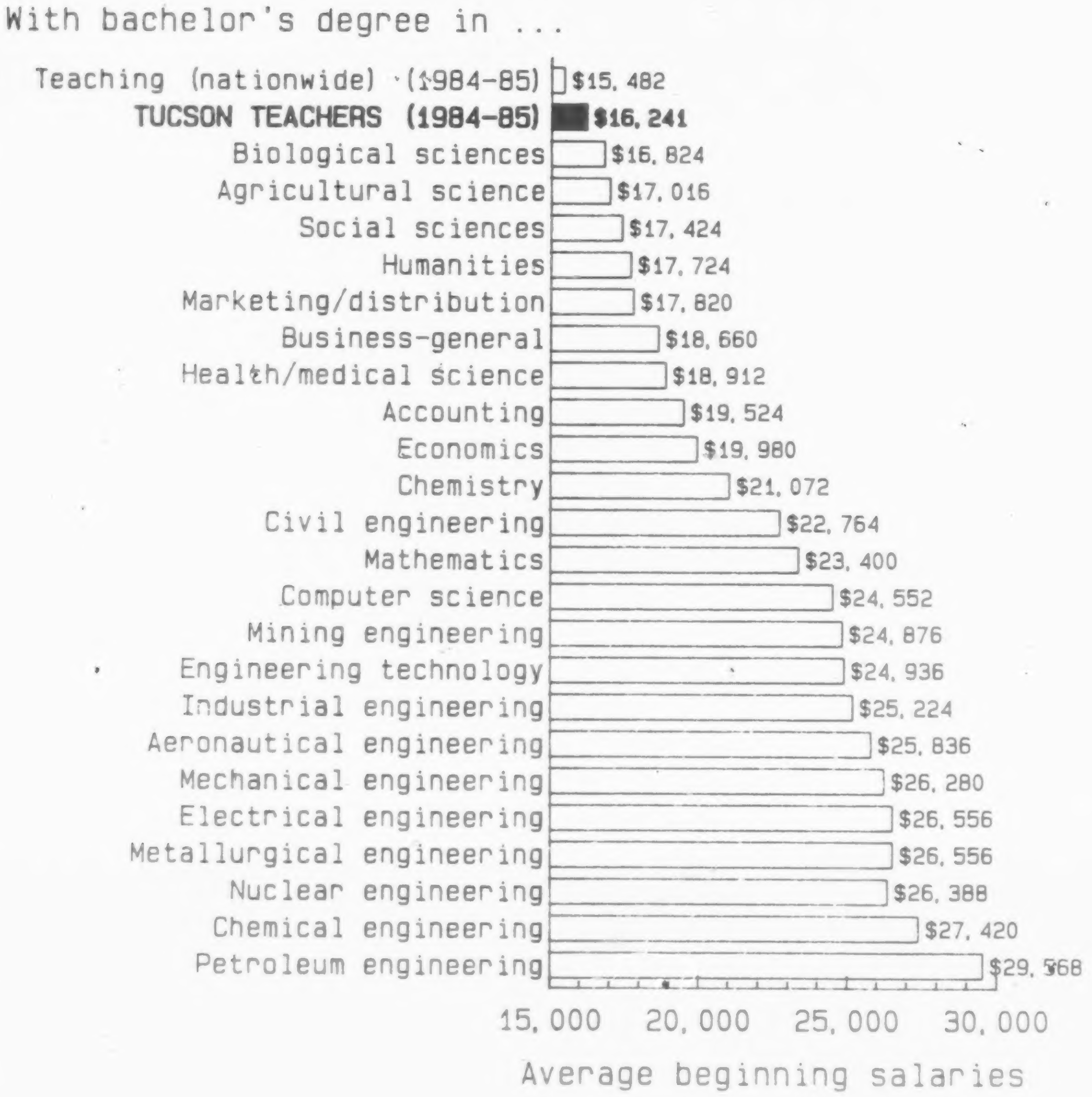
The teachers had a handful of comments on money and material resources:

> "We asked [the people we interviewed] how much of their own money they spent on materials or things they needed for their jobs. They got hysterical, they thought the idea was so funny."
>
> One of the accountants, asked whether she always had the resources she needed to accomplish her job, said, "Of course. Don't you?" When told that teachers often run out of materials as basic as ditto paper, the interviewee got two reams of paper from her own file cabinet and gave them to the interviewers.
>
> One teacher got her own computer and used it because she liked it.

Several teachers drew a connection between resource shortages and the isolation of teachers: they tend to hoard supplies and equipment because they have so many headaches acquiring them in the first instance -- which only aggravates the shortage problems and encourages further isolation:

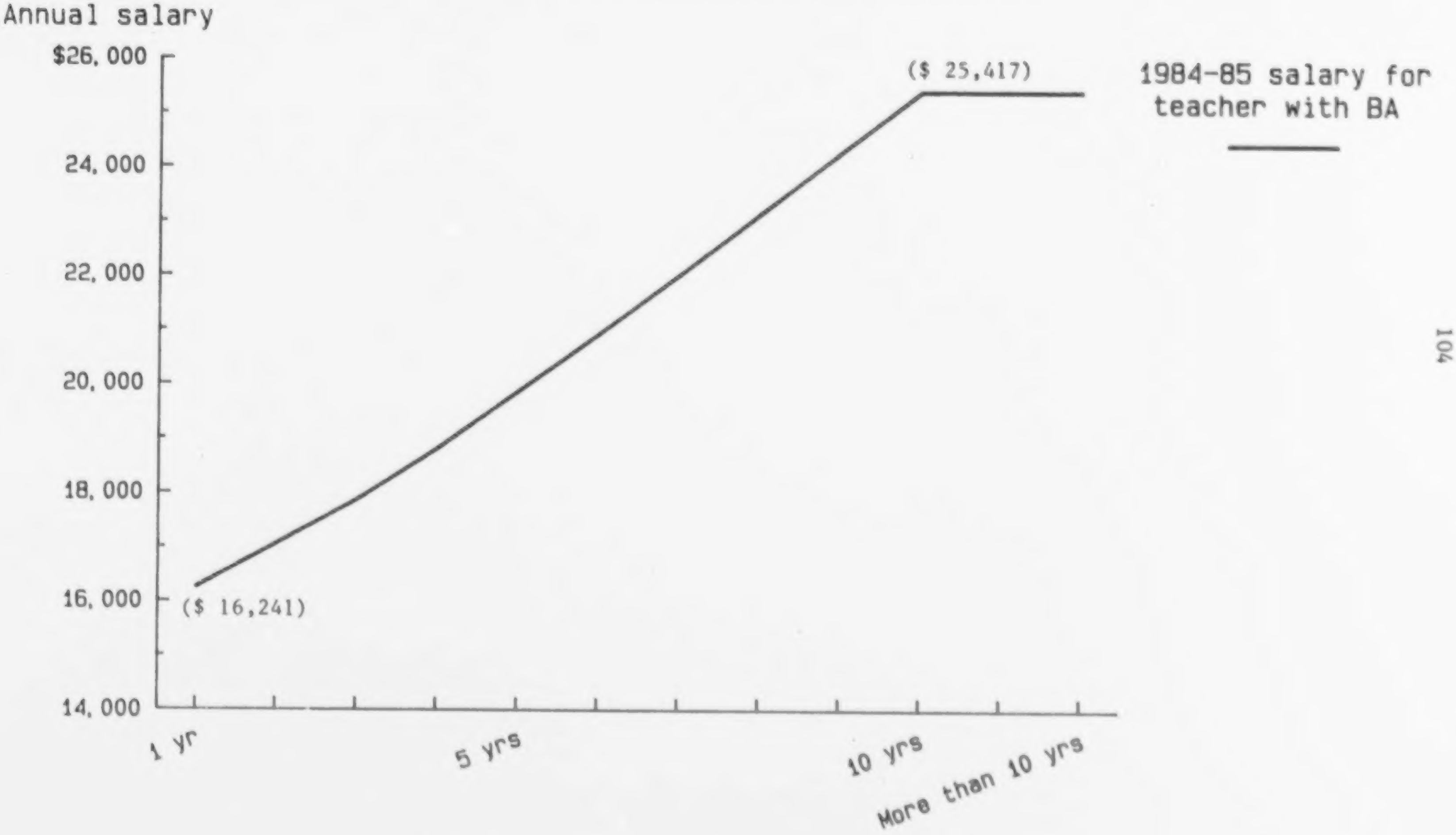
> "There are a lot of phantom supplies that never get recorded on the inventory sheets at the end of the year. A lot of teachers figure, 'it took me two years to get hold of these special supplies and I'll be damned if I'm going to let someone take them away from me now that I've got them.'"
>
> "I have a typewriter, an old one that belongs to the district, and I keep it in my closet. It took me several years to get it. And one year, a little man I had never seen before came down the hall with a cart and came to my door and said, 'you've got a district typewriter, right?' I hesitated for a moment but then I admitted that I did. He said he was supposed to take it to get cleaned. I said it didn't need cleaning (although it really did) but he said he was supposed to take it to be cleaned. So I gave it to him and I almost cried as I saw my typewriter being taken down the hall, because I just knew I'd never see it again. But the story had a happy ending, because two weeks later I did get a typewriter back. Not the same one. It was an elite, and the pica that I had had before was better for my elementary kids, but I was so glad to get it that I wasn't about to complain. And it was cleaned!"

Beginning teachers in Tucson get higher salaries than beginning teachers nationwide, but lower salaries than BA graduates entering other fields



Sources: NEA Research (for teachers) and
College Placement Council survey of
June 1984 BA graduates' entry salaries

Tucson teachers with a BA degree can increase their salaries by 56 percent with credit for years of teaching experience:



Years of teaching experience

LOW, AVERAGE AND HIGH SALARIES FOR JOBS IN PIMA COUNTY AREA AND TEACHER SALARIES AT VARIOUS LEVELS OF EDUCATION AND EXPERIENCE

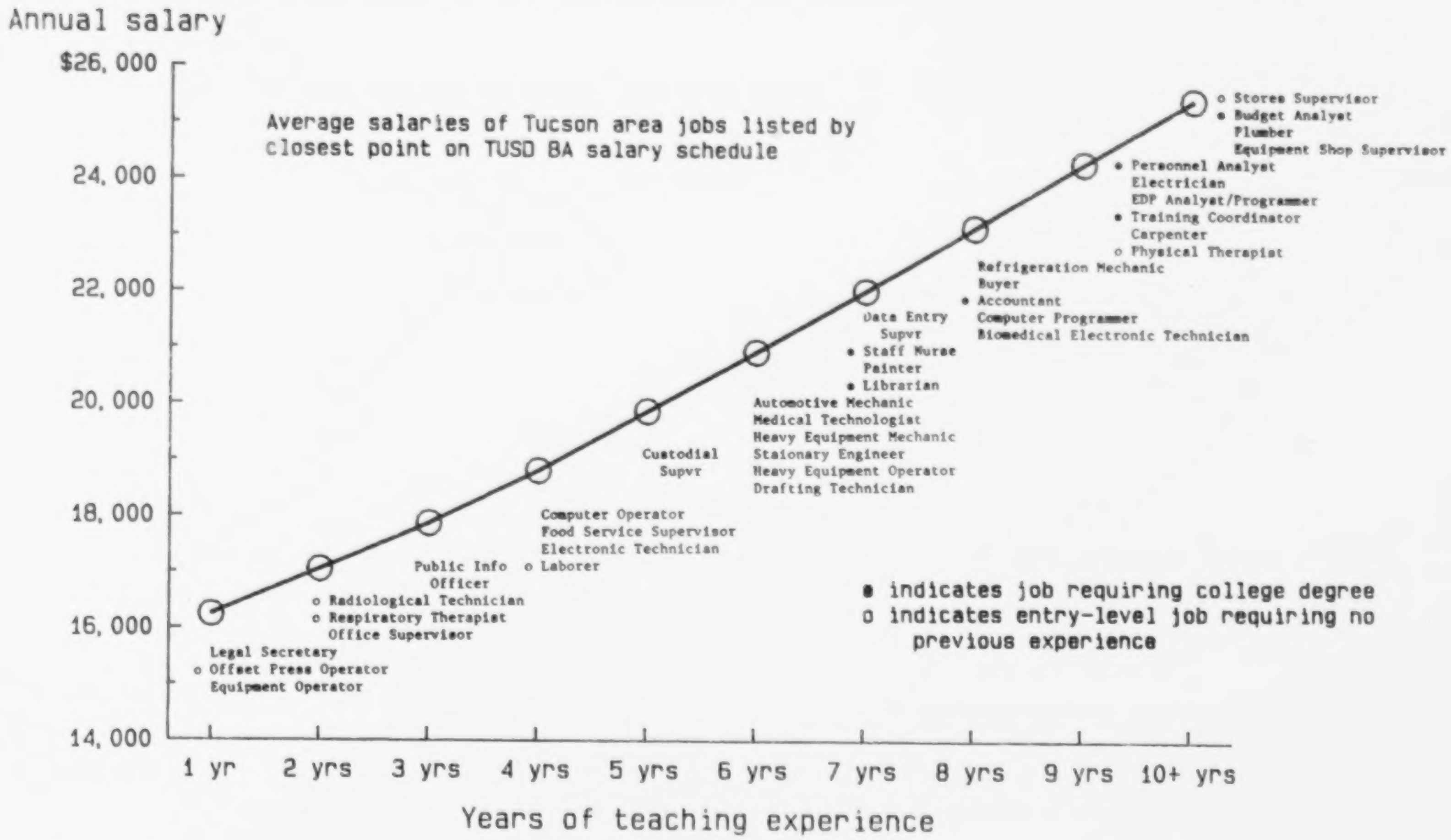
Occupation	Annual Salary Low	 Average	 High
Nurse Assistant	9,900	11,100	14,000
Food Service Worker	10,400	11,300	13,200
Custodial Worker	9,900	11,300	15,500
Clerk	9,900	11,300	13,600
Typist	10,600	11,700	14,000
Mail Clerk	10,600	11,800	12,900
Data Entry Operator	11,500	12,100	13,600
Security Aide	11,600	12,300	13,900
Switchboard Operator	11,400	12,400	13,800
Driver	12,100	12,800	13,600
Stock Clerk	12,000	13,000	14,400
Cashier/Office	12,200	13,400	14,500
Groundskeeper	12,400	13,600	16,500
Secretary/Dictation	12,400	13,900	17,300
Word Process. Equip. Operator	12,500	14,200	16,700
Cook	13,200	14,300	15,600
Secretary/Non-dictation	12,700	14,400	17,000
Accounting Clerk	12,900	14,700	17,400
Automotive Service Worker	13,300	14,700	16,300
Licensed Practical Nurse	13,500	15,000	19,300
Equipment Operator	14,800	15,500	17,500
TEACHER - BA/MINIMUM		16,241	
Offset Press Operator	15,300	16,300	17,100
Legal Secretary	14,000	16,400	20,300
Office Supervisor	15,600	16,600	19,000
Respiratory Therapist	15,700	16,700	18,600
Radiological Technician	16,100	17,400	19,500
TEACHER - MA/MINIMUM		17,459	
Public Information Officer	17,400	18,100	19,800
Laborer	14,900	18,600	19,800
Electronic Technician	15,900	18,800	21,200
Food Service Supervisor	18,200	18,800	19,500
Computer Operator	18,200	19,200	20,700
Custodial Supervisor	17,700	19,400	20,300
TEACHER - BA/5 YRS		19,855	
Drafting Technician	17,900	20,400	22,400
Heavy Equipment Operator	17,100	20,700	22,600

		Annual Salary	
Occupation	Low	Average	High
Stationary Engineer	19,600	20,800	22,000
Heavy Equipment Mechanic	20,100	20,800	22,000
Medical Technologist	18,700	20,900	24,000
Automotive Mechanic	19,900	21,000	21,800
TEACHER - MA/5 YRS		21,438	
Librarian	18,500	21,600	27,100
Painter	19,400	21,900	23,100
Staff Nurse	19,600	22,000	28,900
Data Entry Supervisor	20,500	22,200	23,900
Biomedical Electronics Tech.	21,400	22,800	24,400
Computer Programmer	21,500	22,800	27,000
Accountant	20,800	22,900	26,200
Buyer	21,200	23,200	26,000
Refrigeration Mechanic	20,500	23,500	25,100
Physical Therapist	22,200	23,700	25,900
TEACHER - PhD or MA+60 credits/ 5 YRS		23,712	
Carpenter	18,900	23,800	25,400
Training Coordinator	21,900	23,900	25,600
EDP Analyst Programmer	22,500	24,400	27,600
Electrician	21,700	24,500	26,700
Personnel Analyst	22,600	24,500	26,600
Equipment Shop Supervisor	24,100	25,100	26,300
Plumber	22,700	25,300	26,800
TEACHER - BA/10 YRS (MAXIMUM)		25,417	
Budget Analyst	24,500	25,600	26,600
Stores Supervisor	24,800	25,700	26,800
Welder	22,800	26,800	28,700
TEACHER - MA/10 YRS		27,122	
AVERAGE - ALL TUSD TEACHERS		27,248	
Communication Technician	27,000	27,300	27,700
Pharmacist	24,700	27,500	31,800
Safety Officer	26,400	27,800	29,800
TEACHER - PhD or MA+60 credits/ 10 YRS		29,559	
Systems Analyst	27,500	29,600	33,100
Attorney	28,700	30,000	36,800
TEACHER - MA/13 YRS (MAXIMUM)		30,777	

Occupation	Low	Annual Salary Average	High
Accountant Supervisor	32,300	33,100	34,500
TEACHER - PhD or MA+60 credits/ 13 YRS (MAXIMUM)		33,294	
Civil Engineer	30,400	34,700	39,300
EDP Systems Program Manager	36,500	37,400	38,300
Computer Operations Manager	37,800	37,800	37,800
Purchasing Director	33,800	38,300	41,400
Physical Plant Director	41,100	41,100	41,100
EDP Manager	47,700	47,700	47,700

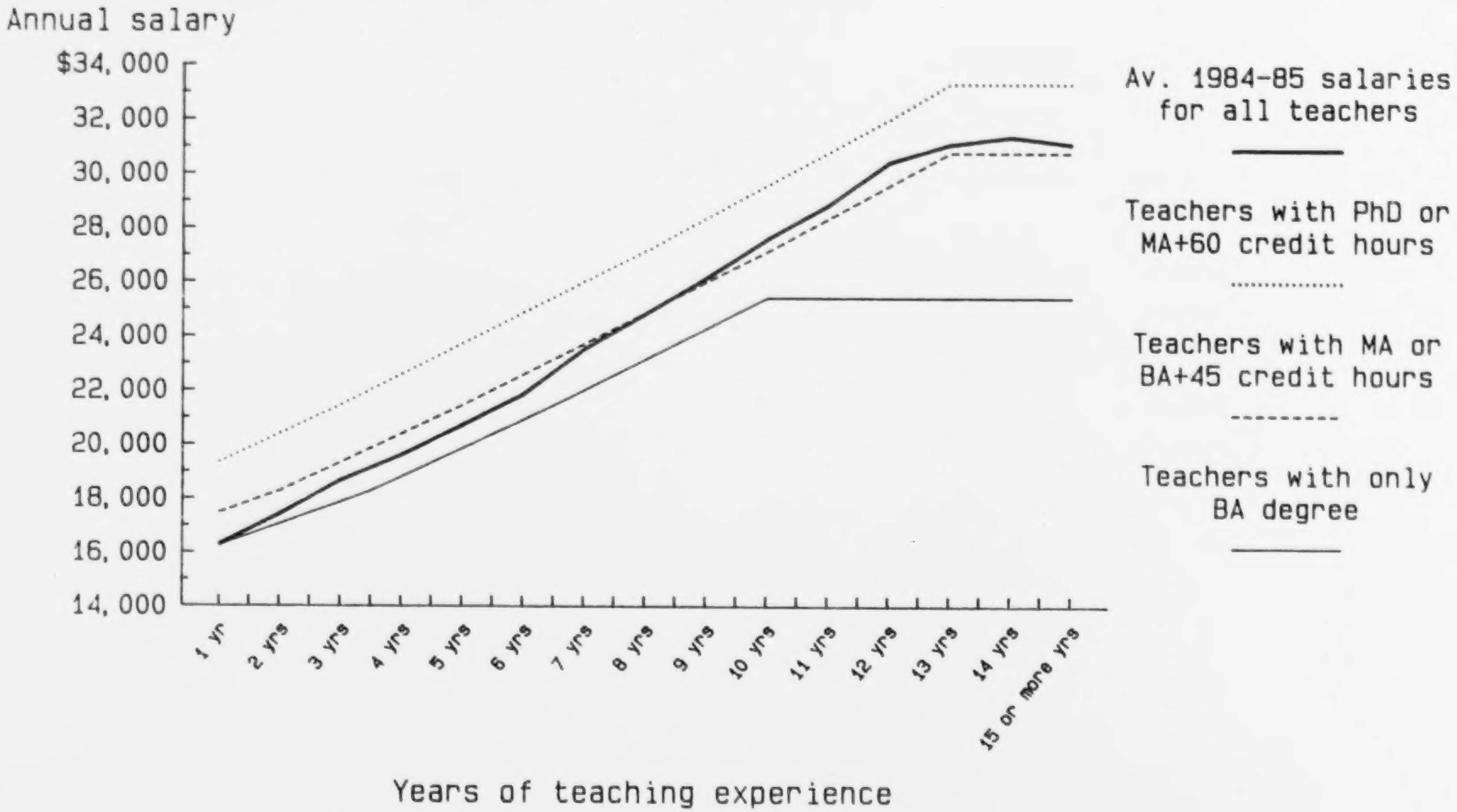
Sources: TUSD 1984-85 Salary Schedule and
Arizona Department of Economic Security,
(Fall) 1984 Pima County Employer Wage Survey

Even with credit for teaching experience, base teacher salaries generally correspond to those of jobs that do not require college training:



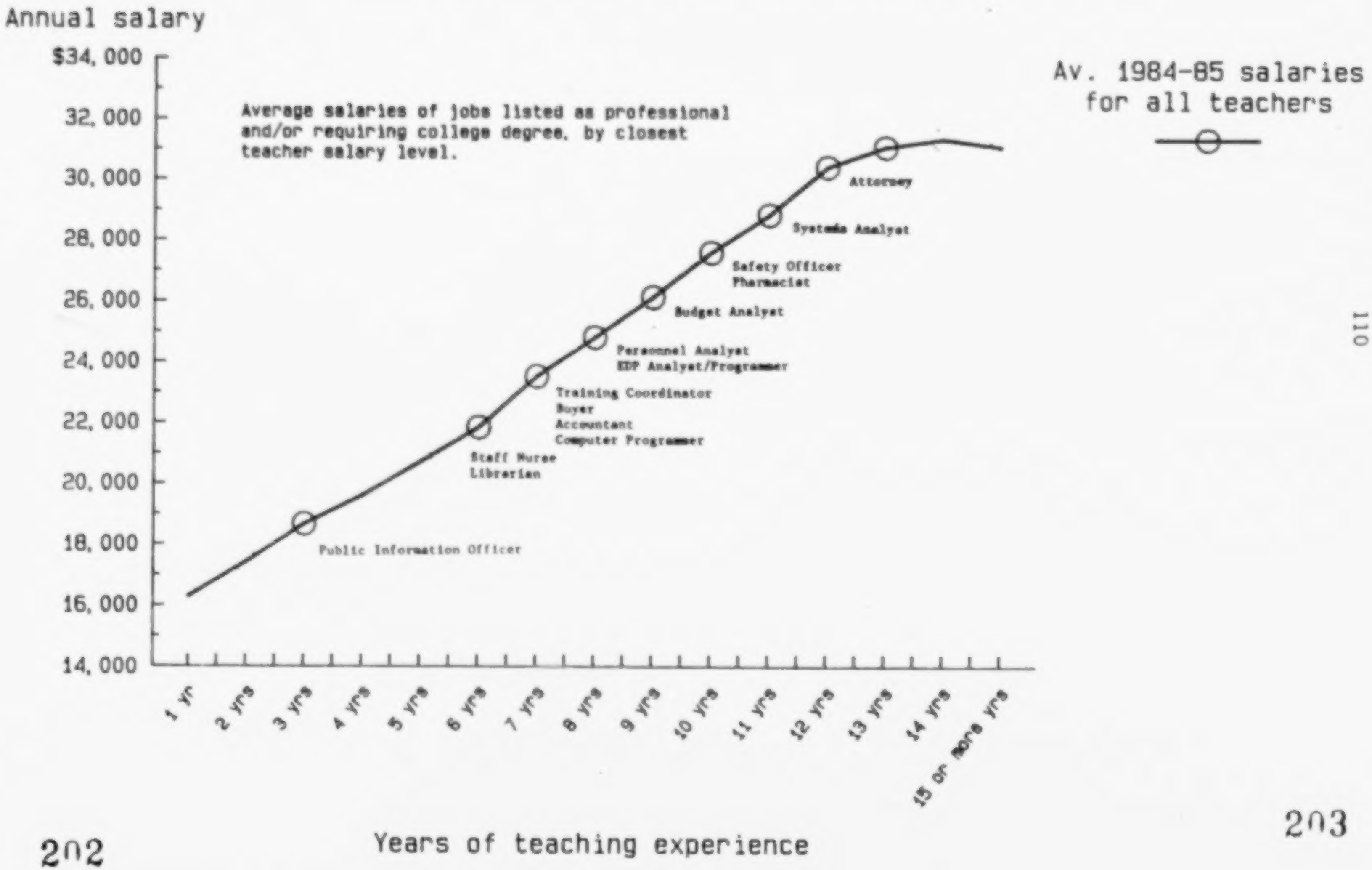
Source: TUSD 1984-85 salary schedule and
Arizona Dept of Economic Security
1984 PIMA COUNTY EMPLOYER WAGE SURVEY

Teachers rely on increments for graduate training to improve their incomes:

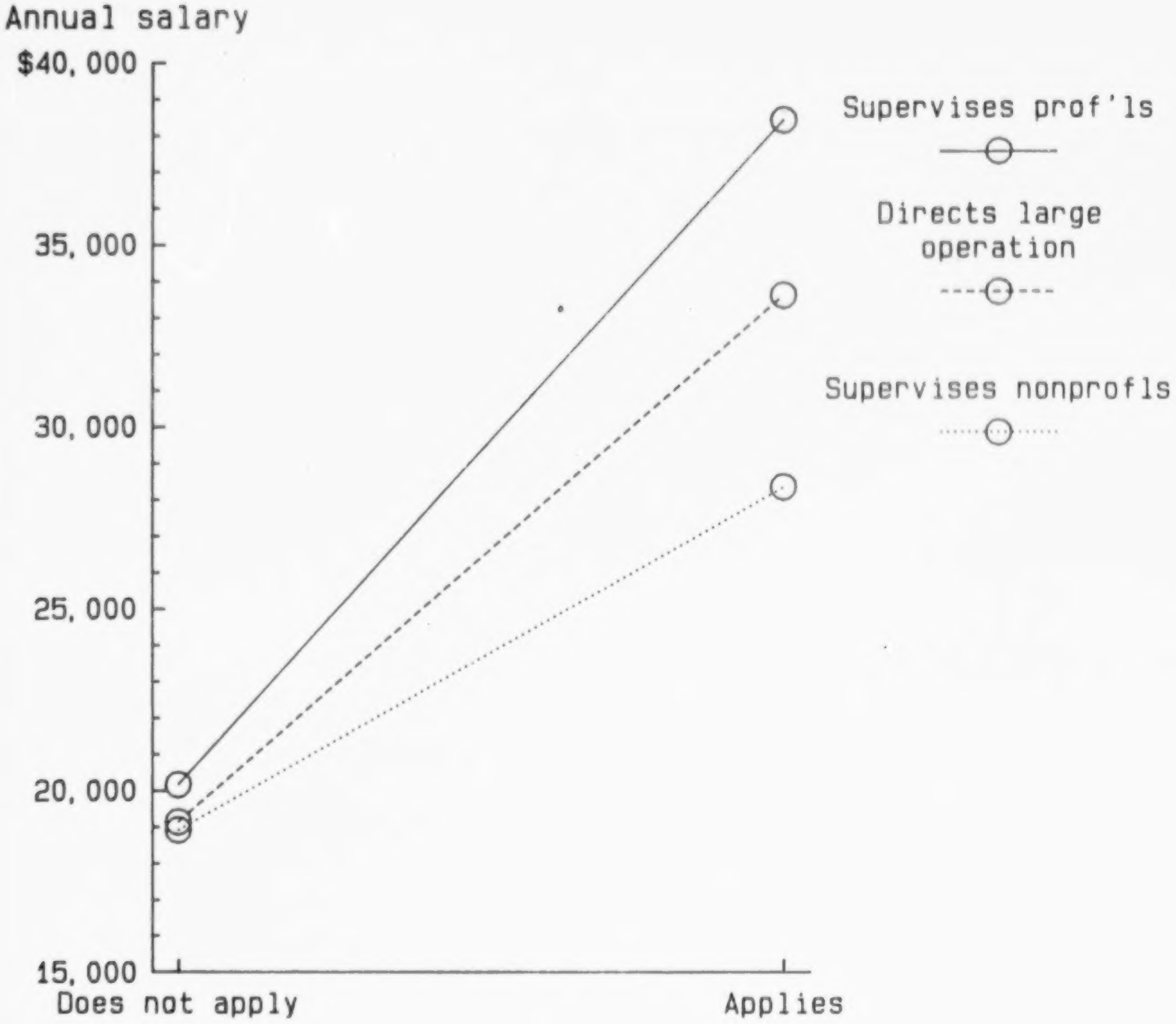


Average salary estimates based on 1984-85 salary schedule and 1983-84 numbers of persons at each experience step (1984-85 figures not available.)

With credit for experience and graduate training teachers' salaries gradually pull within range of other professional/college-trained jobs:



Some job features are associated with higher salaries ...



Source: Arizona Dept of Economic Security
1984 PIMA COUNTY EMPLOYER WAGE SURVEY,
Fall 1984 (70 positions surveyed)

Some job features are associated with higher salaries ...

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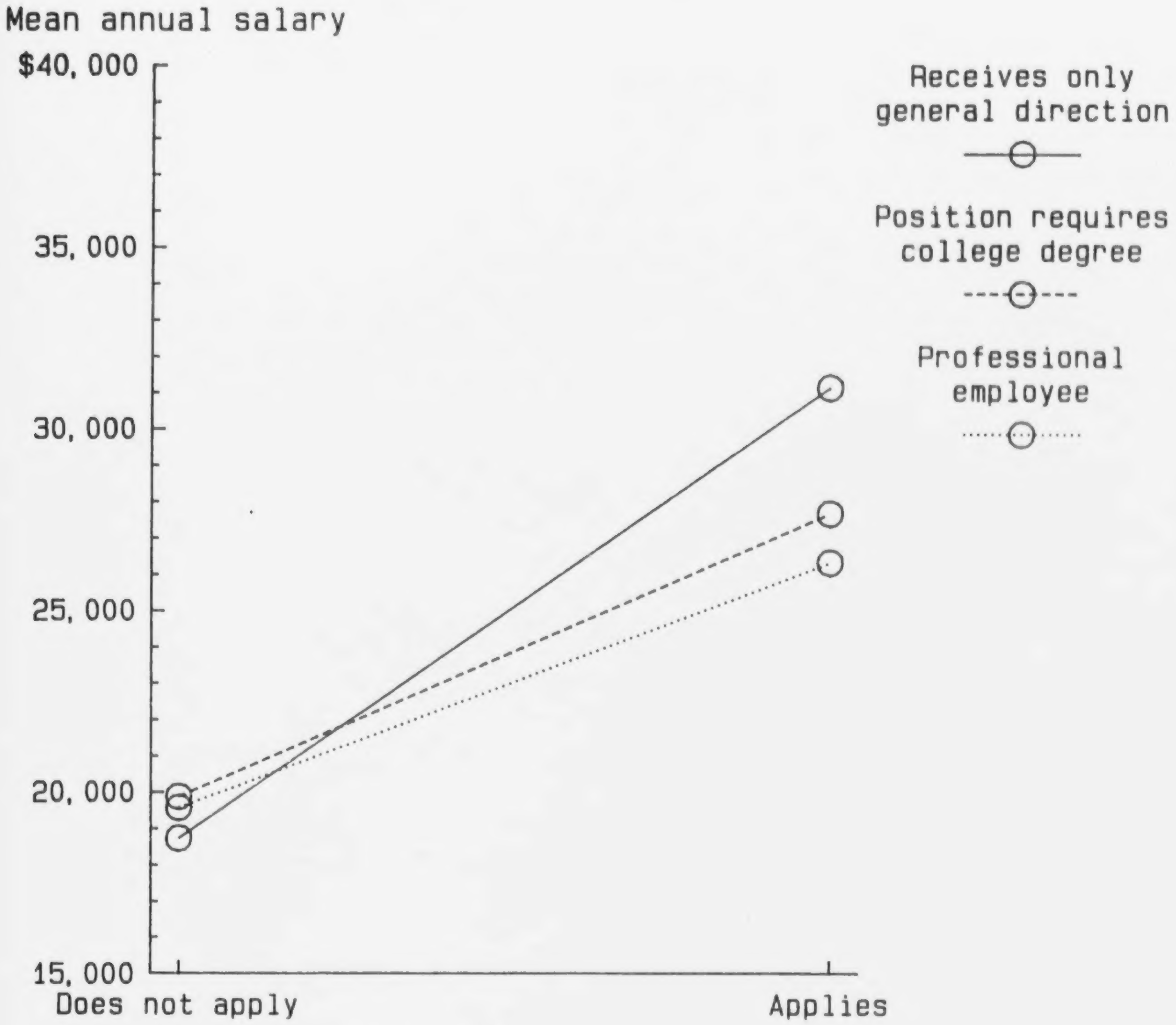

Source: Arizona Dept of Economic Security
1984 PIMA COUNTY EMPLOYER WAGE SURVEY,
Fall 1984 (70 positions surveyed)

Some job features are associated with higher salaries ...

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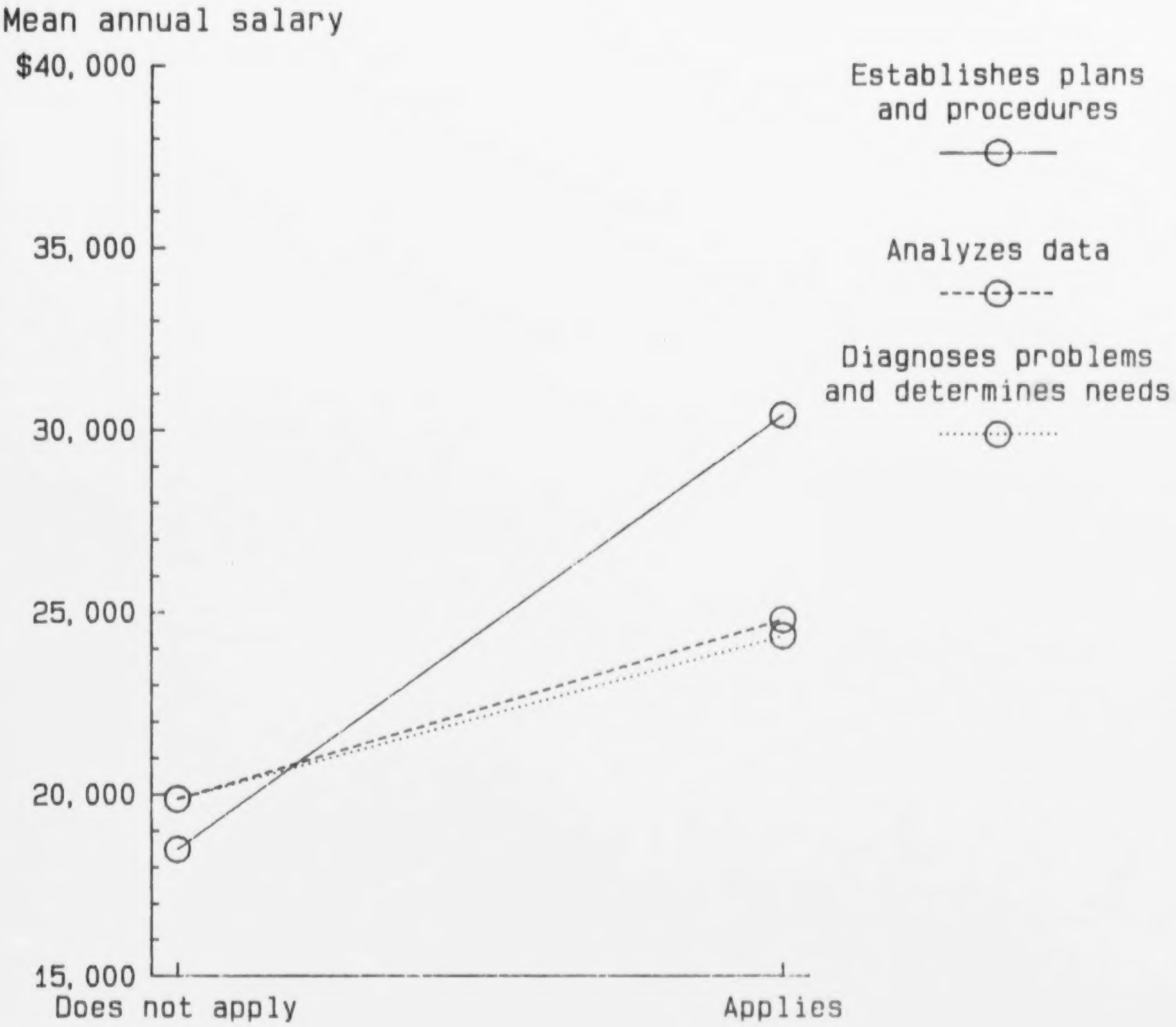
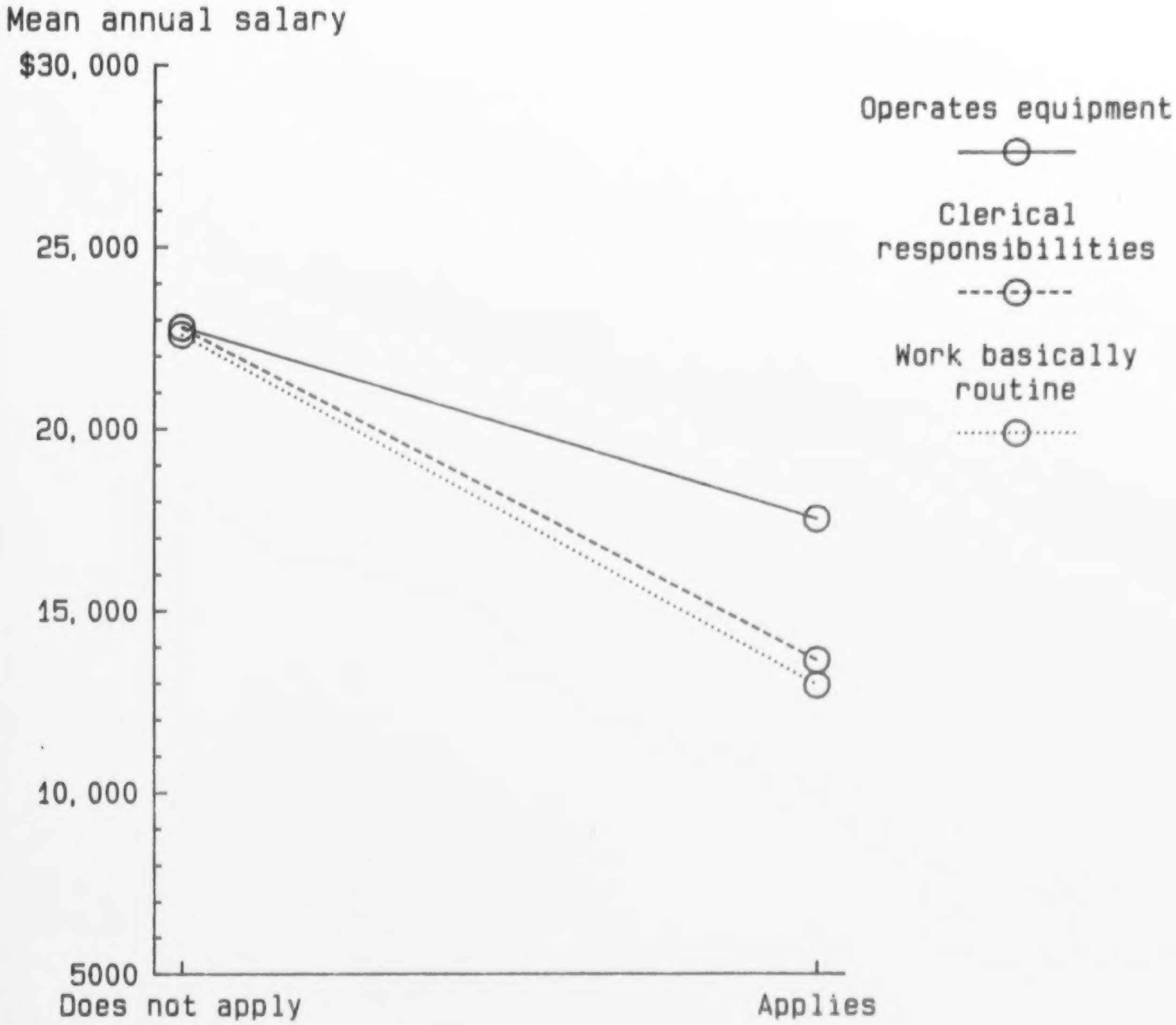


Source: Arizona Dept of Economic Security
1984 PIMA COUNTY EMPLOYER WAGE SURVEY,
Fall 1984 (70 positions surveyed)

... and other job features are associated with lower salaries



Source: Arizona Dept of Economic Security, 1984 PIMA COUNTY EMPLOYER WAGE SURVEY, Fall 1984 (70 positions surveyed)

Examples of Job Descriptions from the 1984 Pima County Employer Wage Survey

ATTORNEY

Under direction, conducts research, prepares briefs, prepares and argues cases in court and may train newer attorneys. This is intermediate level. Requires license to practice law, and 1-3 years experience as a practicing attorney. EXCLUDE: ENTRY-LEVEL ATTORNEYS, SUPERVISORS.

BUDGET ANALYST

Under direction, performs budget analyses at the fully experienced, professional level, utilizing knowledge of budgetary requirements; analyzes and interprets various financial and related data; evaluates requests and compiles and consolidates budgets; prepares reports showing resources, expenditures and projected balances. Requires a degree and considerable experience. EXCLUDE: ENTRY-LEVEL ANALYSTS, SUPERVISORS, ACCOUNTANTS, CONSULTANTS.

BUYER

Under general supervision, performs experienced professional-level duties purchasing a variety of materials, supplies, equipment and services; prepares specifications and invitations to bid; conducts bid openings, analyzes bids and selects vendors. Requires professional buying or purchasing experience. EXCLUDE: ENTRY-LEVEL BUYERS, SENIOR BUYERS, BUYERS OF SPECIALIZED EQUIPMENT, BUYER SUPERVISORS, BUYERS OF GOODS FOR RESALE OR USED IN REMANUFACTURE, PURCHASING MANAGERS OR OFFICERS.

PERSONNEL ANALYST

Under general supervision, performs experienced professional-level personnel administration work in such areas as employment, compensation, classification, employee relations. Interprets policies and procedures, prepares reports with findings and recommendations. Requires a college degree and professional personnel experience. EXCLUDE: ENTRY ANALYSTS, ADMINISTRATIVE ASSISTANTS, SUPERVISORS, PERSONNEL MANAGERS, PARA-PROFESSIONALS.

SYSTEMS ANALYST

Under general supervision, performs responsible experienced professional-level computer-systems analysis work in determining user data requirements and planning, designing and assisting in the implementation of EDP systems. Requires experience in computer application and systems analysis work. EXCLUDE: SUPERVISORY AND LEAD POSITIONS, PROJECT LEADERS.

CIVIL ENGINEER (REGISTERED)

Under general supervision, performs a wide variety of skilled professional civil engineering work in the office and field. May include supervision. Requires a bachelor's degree in engineering and considerable civil engineering or closely related experience. Requires registration as a professional engineer. EXCLUDE: ENTRY-LEVEL AND NON-REGISTERED ENGINEERS.

Source: Arizona Department of Economic Security
1984 PIMA COUNTY EMPLOYER WAGE SURVEY